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Students: 1974-75.

INSTITUTION Florida State Dept. of Education, Tallahassee. Bureau

of Education for Exceptional Students.

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ABSTRACT

The 1974-75 Florida special education (SB) plan assesses SE efforts to date as the basis for projections regarding future educational needs and budget requirements. An overview of state planning efforts provides data on such topics as state goals and commitment: constraints in implementing a statewide program; and the rationale for development of the 1975 document on projected activities. Charted are current educational needs and projected activities (analyzed according to categories of product, process, and status) regarding the following handicapped populations: mentally retarded, learning disabled, emotionally disturbed, socially maladjusted, physically handicapped, visually impaired, deaf-blind, deaf and hard of hearing, speech and language impaired, and gifted. A problem area in the education of the deaf, for instance, is said to be lack of parent information/education from the time the child is suspected of being hearing impaired until he completes his educational program. The continuation and expansion of vocational education programs for trainable mentally retarded students is an example of a projected activity. (LK)

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Florida State Plan for the Education of **Exceptional Students**

1974-75





DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE OFFICE OF EDUCATION WASHINGTON, D.C. 20202

FOR FISCAL YEAR FORM APPROVED O.M.B. NO. 51-R0820

DATE OF THIS REPORT

DESCRIPTION OF PROJECTED ACTIVITIES FOR THE EDUCATION OF HANDICAPPED CHILDREN

A. IDENTIFICATION

FY 75

June 1, 1974

PART I - SUMMARY COVER SHEET

| The state of the s | | |
|--|--|--|
| I. NAME OF STATE EDUCATIONAL AGENCY | 2. ADDRESS (include ZIP code) | 3. TELEPHONE |
| Planida Bonnetmont of Edvantion | Tallahassee, Florida 32304 | AREA CODE |
| Florida Department of Education | Tallanassee, Florida 52504 | 904 |
| | | NUMBER 488~1570 |
| B. ESTIMATED ALLOTMENTS OR EXPENDITURES UNITION BY PROGRAM OFFICIALS. This is to certify the jected Activities Document. | DER SELECTED PROGRAMS FOR HAND!CAPPED CH at I perticipated in the development and received a copy | HILDREN, AND CERTIFICAL of the Description of Pro- |
| NAME AND TITLE OF ADMINISTRATOR | SIGNATURE (b) | ESTIMATED ALLOT MENT/EXPENDITURE (c) |
| PART B, EHA | 1 | |
| Landis M. Stetler, Chief | 1 1 M /4/4/ | |
| Bureau of Education for Exceptional Students | Sunder M States | £ 1,280,063.0 |
| 2. PUBLIC LAW 89-313 | | |
| Landis N. Stetler, Chief Bureau of Education for Exceptional Students | Ludym Statter | 2,057,972.0 |
| 3. PART D, EHA | | |
| Landis M. Stetler, Chief Bureau of Education for Exceptional Students | Lands M Stiller | 183,000.0 |
| a. ESEA TITLE I (other than Public Law 89-313) | | |
| Halley Lewis, Administrator | /) | |
| Compensatory Education | Hally B. Ferris, fr | 1,254,579.0 |
| 5. ESEA TITLE III, INCLUDING SECTION 306 (15% or more) | | |
| Leo Howell, Administrator | | |
| Educational Innovations | PIL Shourth A. | 673,831. |
| 6. VOCATIONAL EDUCATION ACT (10% of more) | 1 | |
| T. M/13 - Dischan | \\ | • |
| Joe Mills, Director Division of Vocational Technical | Jan Julian | 1 |
| and Adult Education | | 1,356,839,0 |
| 7. STATE DIRECTOR OF SPECIAL EDUCATION | | (d) LOCAL |
| | Lands M Stitles | 35.130.770.0 |
| Landis M. Stetler, Chief | 1 Yours In studen | (e) STATE |
| Bureau of Education for Exceptional Students | 7 ans | 119,174,993.0 |
| 8 OFFICIAL AUTHORIZED TO SUBMIT DESCRIPTION | | //) TOTAL |
| OF PROJECTED ACTIVITIES (Chief State School Officer or Designee) | 1 | - |
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| Commissioner | | \$161,112,047.0 |



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FLORIDA

DESCRIPTION OF PROJECTED ACTIVITIES FOR FY 75 FOR THE EDUCATION OF HANDICAPPED CHILDREN

INTRODUCTION

BASIS OF STATE OPERATION AND ORGANIZATION

First steps for the State to accept responsibility for the care and education of handicapped children were taken in 1883 when the Legislature passed an act providing for the establishment of an institution for the "blind, deaf and dumb." A school for delinquent boys was opened in Marianna in 1900 and a similar school for delinquent girls was in operation at Ocala by 1917.

The 1919 Legislature was given a report of the Cormission to study the care of the "epileptic and feebleminded" and as a result enacted a law providing for the establishment of the Florida Farm Colony for Epileptic and Feebleminded later to become the Sunland Training Center at Gainesville.

Beginning with the Florida School law passed in 1941 to provide for the education of "physically handicapped" children and an amendment passed in 1945 making provision for the mentally retarded public school students, Florida gave recognition to State responsibility in the provision of instruction and facilities for exceptional children in district school systems. When the Minimum Foundation Program was passed in 1947, broader provisions were made for special education to meet the needs of all exceptional children in so far as practicable by permitting the establishment of special instruction units for exceptional children from State funds.

The Special Legislative Session on Education in 1968 passed legislation requiring each district school board to provide appropriate programs of special instruction by 1973-74. The Legislature provided increased funding for exceptional child instruction units as well as special funds for facilities, equipment and teacher training to fully implement the program in five years. The Legislature has fully funded the Department of Education's request except for additional State staff.

In 1973, the Legislature adopted a new educational finance system called the Florida Education Finance Program (F.E.F.P.). The F.E.F.P. outlines the procedures and techniques used to calculate the Full Time Equivalent (F.T.E.) to determine funding of the various programs for Florida's schools. The calculation of the F.T.E.'s is one of the major differences between the F.E.F.P. and the former Minimum Foundation Program.



The basic concept is that one F.T.E. is a student in instructional programs twenty-five hours per week in a term of instruction which is 180 days in length. A basic student cost factor is determined by the amount appropriated by the Legislature, the F.T.E. reported by the districts, and the cost of other F.E.F.P. elements.

The F.T.E. allocation for each program is the F.T.E. x cost factor for the program x the base student cost.

Programs which are more expensive to operate receive a weighted cost factor. For the 1973-74 school year, cost factors established by the Legislature for special programs for exceptional students are:

| Special Programs for Exceptional Students: | Cost Factor: |
|--|---------------|
| Educable mentally retarded | 2.30 |
| Trainable mentally retarded | 3.00 |
| Physically handicapped | 3.50 |
| Physical and occupational therapy I | 6.00 |
| Speech therapy I | 10.00 |
| Deaf | 4.00 |
| Visually handicapped I | 10.00 |
| Visually handicapped | · 3.50 |
| Emotionally disturbed I | 7.50 |
| Emotionally disturbed | 3.70 |
| Socially maladjusted | 2.30 |
| Specific learning disability I | 7.50 |
| Specific learning disability | 2.30 |
| Gifted I | 3.00 |
| Hospital and homebound I | 15 .00 |

Cost factors in special programs for exceptional students identified by the Roman numeral one (I) are limited to a maximum of seven twenty-fifths (7/25) of a student membership in a given program during a week.

Under the State Board of Education a residential program is provided for deaf and blind students at the Verle Pope School for the Deaf and Blind in St. Augustine. The school presently provides education for 653 deaf children in the Department for the Deaf and 200 blind students in the Department for the Blind. Commencing two years ago state-wide services for deaf/blind children are being coordinated through the State school.

The Florida Instructional Materials Center for the Visually Handicapped was authorized by the 1972 Legislature and began operation in 1973.

Other residential programs are administered by the Department of Health and Rehabilitation Services. These include:

Division of Retardation - Twelve regional service centers, six of whom provide residential training and care, and two of whom provide respite care and intensive training.

Division of Mental Health - Educational programs for school aged emotionally disturbed children in three of the four State's mental hospitals serving 164 school aged students.



Division of Youth Services - Four residential training centers for delinquent and socially maladjusted youth and community based programs.

There are sixty-seven (67) county school districts in Florida, falling into the following student population groupings.

| 250,000 - | 35,000 | 11 |
|-----------|--------|----|
| 35,000 - | | 10 |
| 15,000 - | 700 | 46 |
| • | | 67 |

Major legislation introduced during the April-May 1974 Legislative Session were:

- 1. S.B. 639 Special Education Support Services to make available assessment, evaluation and consultant services. \$2,920,000
- 2. S.B. 355 Right to education for profoundly retarded with phase in by 1975-76 635,000
- 3. S.B. 394 68th School District. Create special school district for state residential schools operated by Department of Health and Rehabilitative Services.
- 4. S.B. 939 Comprehensive State Plan for Deaf Education.
 Establish roles and responsibilities of day
 school and residential school.
- 5. S.B. 354 Creates first regional residential center for emotionally disturbed students
- 6. 5.B. 235 Comprehensive School Health Services
- 7. S.B. 588 Mandatory registration of visually handicapped persons
- 8. H.B. 2757 Provide Department of Education Consultant for programs for specific learning disabilities
- 9. H.B. 2758 Require all elementary teachers to have training in exceptional child education
- 10. H.B. 3588 Establish 16 regional diagnostic and resource centers for exceptional students 4,000,000
- 11. H.B. 3305 Pilot study on specific learning disabilities in Orange county school district
- 12. H.B. 2880 Establishes Mental Retardation Advocacy Committees
- 13. H.B. 2509 Bill of Rights for the Institutionalized Mentally Retarded



GOALS FOR THE EDUCATION OF EXCEPTIONAL STUDENTS IN FLORIDA

The State Board of Education adopted the Goals of Education in Florida. (see attachment II - Goals for Education in Florida)

As stated in the Florida Accreditation Standards for Public Schools, the goals of exceptional child education are to:

- (a) Fulfill the goals of the overall plementary, junior high, middle school and senior high instructional programs. (see attachment II)
- (b) Assist each handicapped exceptional child to become less dependent on others and hence, more independent within a framework of his recognized limitations.
- (c) Broaden the range of experiences for gifted students by introducing knowledge and activities not ordinarily encountered in the regular curriculum.

STATE COMMITMENT

In addition to the legislative support to fund the phase-in plan for mandatory regislation, the State Commissioner of Education identified the "provision of education to students not currently being served in programs for exceptional students," as one of the priority areas for the Department of Education for 1974-75 and 1975-76.

The State's role in education has been identified as responsibilities and activities related to:

- 1. Those directed toward maintaining the effectiveness and efficiency of present educational practices as directed by statutes, regulations, and professional standards, and
- Those directed toward identifying, developing, and encouraging new or improved procedures and practices in educational institutions.

The Bureau of Education for Exceptional Students emphasizes the role of its staff members in the mutuality of planning with local districts and residential programs to assure the availability of appropriate educational programs for all exceptional students. One of the primary ways to achieve this is through the <u>District Procedures for Providing Special Education for Exceptional Students</u>. (see enclosed)

CONSTRAINTS IN IMPLEMENTING STATE-WIDE PROGRAM

As described further in the problem section XIII of this document, constraints are summarized as follows:

a) Lack of trained and experienced administrators and supervisors at the local level.



- b) Lack of State leadership personnel. (No full-time staff in Department of Education for emotionally disturbed, socially maladjusted, or physically handicapped)
- c) Lack of effective utilization of instructional resources.
- d) Few early childhood programs for exceptional children.
- e) Lack of sources for medical and psychological evaluations and educational assessments.
- f) Lack of substantial -ocedures for evaluation of programs.

RATIONALE FOR THE DEVELOPMENT : THE FISCAL YEAR 75 PROJECTED ACTIVITIES DOCUMENT

The development of a state-wide plan of educational programs for all handicupped children within a state would require that a State have available:

- 1. A state-wide assessment system for all programs (State Model for TMR Assessment being developed)
- 2. A management information system (major priority for entire Department)
- 3. Staff expertise in planning
- 4. Staff time to prepare documents

Subjective judgement is that Florida has less than 25% of the adequate amount of these four ingredients and therefore realizes that this document will not be as comprehensive or complete as desired.

In approaching the task of developing the fiscal year 75 projected activities document, the lack of needs assessment, data and staff time required that to developed the problems, objectives and major activities in "child centered" terms they were analyzed as to product, process or status. These terms are defined as:

- 1. <u>Product</u> Problems specifying student learning outcomes resulting from planned educational programs. Objectives include a statement of student behavior to be changed and criteria.
- 2. <u>Process</u> Problems related to the action of staff in implementing the planned educational program. Objectives specify specific activities of staff.
- 3. Status Problems related to quantitative or observable values or amounts than can be seen, counted, measured, etc. These problems relate to the "things" of education; the resources that will be used to carry on an educational program such as facilities, student/teacher ratio, etc.

Each problem statement has been specified as either a product, process or status problem as viewed by the Department of Education.



CHILD PROGRAM SERVED EXCEPTIONAL OF CHILDREN 1972-73 FLORIDA'S E

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Based on 1972 - 1973 AIM. 1,422,698 (1-12)

| IYPE PROGRAM | PREVALENCE | TOTAL | SERVED | <i>P</i> 4 |
|------------------------|------------|---------|---------|-------------|
| EDUCABLE M R | 2.00 | 28,454 | 25,476 | %06 |
| TRAINABLE M R | . 25 | 3,557 | | 104% |
| PHYSICALLY HANDICAPPED | .65 | | 7,790 | 84% |
| SPEECH AND HEARING | 5.00 | 71,135 | 47,094 | %99 |
| DEAF | .10 | 1,423 | 1,246 | 88% |
| NOISIA | 60 • | 1,280 | 606 | 71% |
| EMOTIONALLY DISTURBED | 1.00 | 14,227 | 3,683 | 26% |
| SPECIFIC LEARNING DIS. | 1.00 | 14,227 | 8,760 | 62% |
| SOCIALLY MALADJUSTED | 1.00 | 6,893 | 2,303 | 33% |
| GIFTED | 2.00 | 28.454 | 12,585 | 44% |
| TOTALS | 13.09 | 178,898 | 114,006 | % 09 |
| HANDICAPPED | 11.09 | 150,444 | 101,421 | 67% |



Attachment III

FLORIDA ACCREDITATION STANDARDS - 1971

INSTRUCTIONAL PROGRAM GOALS

Elementary

The elementary school . . . develops its goals on the basis of the developmental needs of students, the needs of society with its aspirations for its students, and the disciplines of organized knowledge. Specific goals of the elementary school are:

- The development of processes and skills -- rational thinking and learning, building concepts, seeing relationships, generalizing, making applications, arriving at independent judgements, problem solving and communication.
- 2. The development of moral and ethical sense which values the goals and processes of a free society.
- 3. The mastery of content in the several areas of learning.

Junior High or Middle School

- 1. Master the basic skills of inquiry and study.
- 2. Help pupils develop in greater depth a realistic understanding of themselves in their work. Study and recreation.
- 3. Foster a sense of positive self-worth and an enhanced understanding of others.

Senior High

- 1. Develop in every student the desire and the intellectual tools for continued learning throughout life.
- 2. Prepare adequately those students who have the capacity and desire to pursue further formal education after graduation from high school.
- 3. Prepare adequately those students who have the Capacity and desire to earn livelihood after graduation from high school.
- 4. Prepare adequately those students who have the capacity and desire to pursue further occupational education upon graduation.



Part II Program Planning

A. Program Planning - Overall state planning efforts

Planning activities for the State's handicapped students are concentrated at four levels:

I. County school district planning activities

At the district level (which are the same as the 67 counties) each district develops a reporting and planning document which covers these points:

- 1. Philosophy and direction of the district exceptional child education program.
- 2. Organization and operation of exceptional child education program.
- 3. Procedures for provision of programs available within the district.
- 4. Procedures for provision of programs available through multi-district cooperatives.
- 5. Procedures for serving exceptional students for whom programs are not available.
- 6. Procedures for contractual arrangements with non-public schools. Also included are charts showing:
 - (a) survey of exceptional children
 - (b) proposed personnel, students and F.T.E. projected for three years.

There documents received in April of each year serve as the basis for legislative requests, allocation of state funds and a vehicle for the identification of major problems that might necessitate changes in law, regulations, or funding procedures.

The Legislature has also passed legislation requiring district comprehensive planning for the total educational program in each district. The exceptional student program will be a part of each district's comprehensive plan. A State planning model has been developed and top priority for 1974-75 has been established by the Commissioner to provide technical assistance to districts in comprehensive planning procedures.

II. Department of Education Planning

The Bureau of Education for Exceptional Students is a unit within the Division of Elementary and Secondary Education (see attached organization chart).

The present staff consists of:



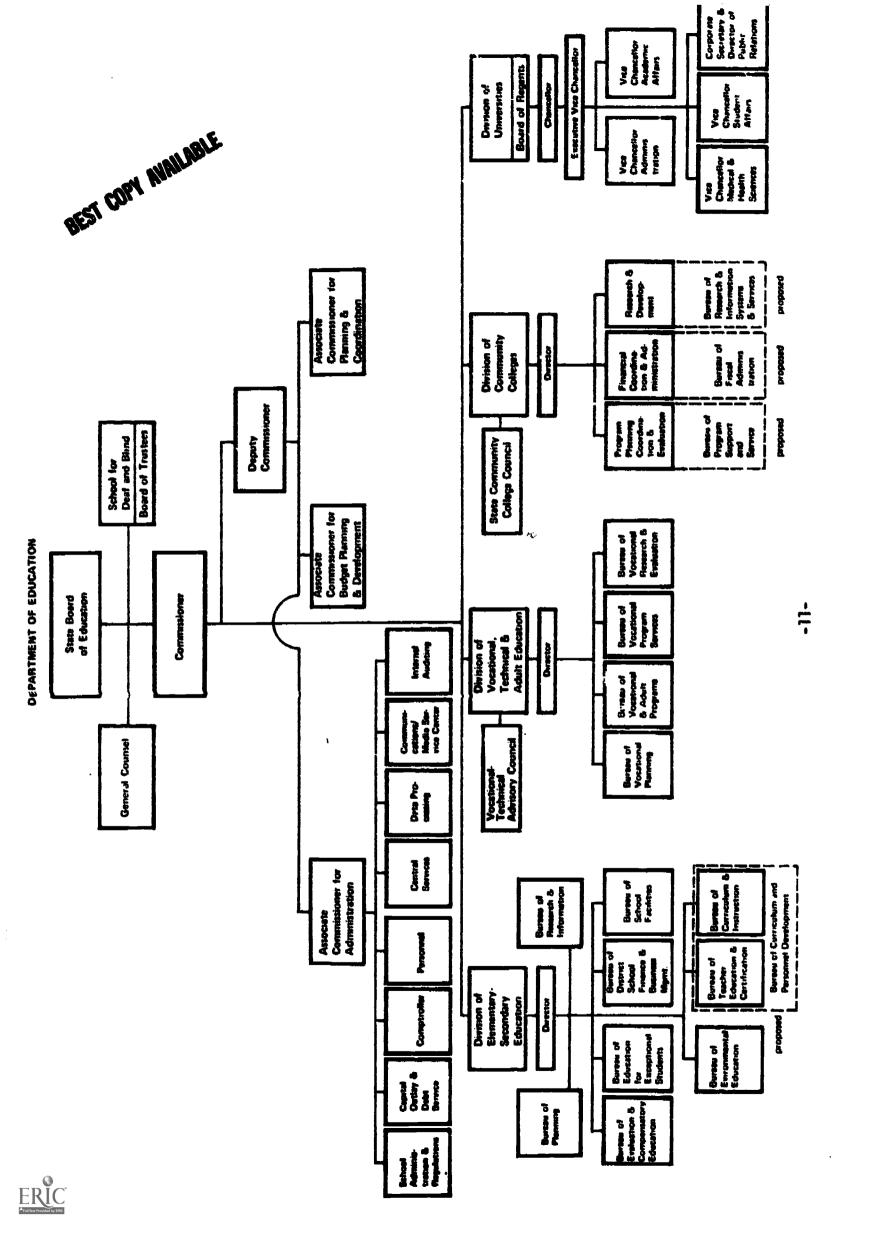
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PLORIDA DEPARTMENT OF EDUCATION Division of Elementary and Secondary Education

BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

Dr. Landis M. Stetler, Chief

| Program Development & Evaluation Section Mrs. Wendu M. Cullar, Administrator | Svaluation Section Administrator | Program Services Section | n . Administrator |
|---|---|---|--|
| | | (Proposed) | |
| Consultants | | Consul tants | |
| Vision and Homebound | Mrs. Hazel Hargrove | EHA Title VI-B ESEA 89-313 | Mrs. Wartha Jones |
| Speech, Language and Hearing | Dr. Sara Conlon | Florida Learning | |
| Gifted and Physically | | Resources System EHA Title VI-C | Mrs. Doris Nabi Mrs. Johanna Dukes (Contract) |
| Handicapped | Miss Joyce Runyon | EUA Title VI-D | |
| Trainable Mentally | | Professional Preparation | Mrs. Louise Fahrney |
| Retarded | Mrs. Virginia Eaton | | |
| Educable Mentally | | Manpower Project EHA Title VI-D | Mrs. Laverne Graves |
| Retarded | Mrs. Patricia Hollis | Florida Instructional | |
| Deaf Education | Mrs. Gladys Crawford BRA Title VI-B | Materials Center for the Visually Handicapped | Hillsborough County (Contract) |
| Emotionally Disturbed | | 3 | |
| and Socially Maladjusted | Mr. Robert Connors EMA Title VI-B | | |
| Specific Learning Disabilities | Mr. Dennis Ehrhardt EHA Title VI-G | | |



The two prime vehicles for planning used within the Bureau of Education for Exceptional Students ard the annual legislative budget request -- PPBS Budget and the Projected Activities Document. Planning for the maintenance and expansion of existing programs is done through program analysis, needs assessment and surveys. In planning for new directions, issue papers or reports are developed and sent through the system for approval. From these papers, necessary legislations or steps are taken. Reports so far developed and approved during FY 74 include:

a) The Report of the Commissioner of Education's Technical Task Force on the Education of the Hearing Impaired.

Internal planning and coordination of the Division of Elementary and Secondary Education is through the Planning Council made up of each of the eight Bureau Chiefs. There is increased activity for PPBS and the Division Management Information System.

The program area consultants of the Bureau of Education for Exceptional Students reflect the training needs for teachers of the handicapped relevant to program growth or directional emphasis. These needs are supported by two funds, that of P.L. 91-230, Part D, and State (through State Summer Fellowship awards and tuition grants of up to \$200 in any quarter). The information concerning the State and Federal competitive scholarships is dispersed in January. The State appointed Scholarship Selection Committee meets early in March to review the hundreds of applications and to select recipients for both the Federal and State training dollars. In addition, as part of their projected training needs, the program area consultants plan and direct inservice activities through special study institutes.

Inter-divisional planning is carried out on a continuous basis with the Division of Vocational Education through the State Council for the Vocational Education for the Handicapped and the Projected Activities Document.

Inter-divisional planning with the Board of Regent's staff includes review of training programs at the state universities. More direct planning is done with university personnel themselves through informal contacts and the annual meeting sponsored by the Bureau of Education for Exceptional Students.

Cooperative planning is done with the School for the Deaf and Blind through the Projected Activities Document and the State Legislative Budget. Strong encouragement and interest have been generated for closer cooperative planning with FSDB by the Commissioner, Governor's Office, and several legislators.



This has led to the Commissioner's appointment of a task force to develop a comprehensive plan for the education of Florida's hearing impaired students: deaf and hard of hearing.

III. Department of Health and Rehabilitative Services

Within the Department of Health and Rehabilitative Services, there exists a Division of Planning and Evaluation. This division is responsible for planning for the coordination of program development and functions within the Department by providing evaluation techniques to measure program effectiveness.

Within the Division of Retardation, of the DHRS, there is a Planning, Evaluation, Information and Statistics Section. This section is responsible for statewide program planning for DR clients. This section coordinates closely with the Division of Planning and Evaluation, and the Bureau of Education for Exceptional Students, Department of Education in order to insure total educational programming for the retarded in Florida.

The Division of Mental Health participates in all appropriate department-wide education planning. The Division has active representation on the Health and Rehabilitative Services Education Task Force, currently involved with Department of Health and Rehabilitative Services and Department of Education planning for "68th School District" concept funding.

IV. Inter-Departmental Planning at the State Level

All other State agencies dealing with the handicapped (except the Industrial Commission) are located within the Department of Health and Rehabilitative Services. In addition to continuous informal contacts as well as membership on each other's advisory and review committees, the Projected Activities Document serves as a vehicle for cooperative planning. Some cooperative planning has also been initiated through the Department of Administration, Division of Planning.

On April 12 and 30, 1974, representatives from all state agencies participating in 89-313 funds and the education for exceptional student staff met and had a very productive day in planning state-wide for Florida's handicapped students.

- B. Program Coordination Major agencies and organizations that participated in the over-all State effort
 - I. State Advisory Committee on Exceptional Child Education A State
 Advisory Committee appointed by the Commissioner of Education made



up of 21 members representing all state agencies providing services for handicapped children, university training personnel, parents, general educators, voluntary health organizations, private schools and physicians. This is the Advisory group within the Division of Elementary and Secondary Education which advises the Division Director and the Commissioner. It meets a minimum of two times a year, reviews the proposed problems for the Projected Activities Document and makes recommendations for expansion or deletion and identifies those problem areas for which Title VI-B funds will be utilized.

Other Advisory groups that have been formed have all been established as sub-committees of the State Advisory Committee, and are responsible to the State Committees at their regular meetings. The Advisory Committee accepts or rejects their recommendations for submission to the Commissioner and Division Director. Steering committees that have been formed are:

- 1. State Advisory Council for the Florida Instructional Materials Center for the Visually Handicapped
- 2. Steering Committee for the Florida Learning Resources System
- 3. Steering Committee for the Education for the Mentally Retarded
- 4. State Planning Committee for the Education of the Gifted
- 5. State Steering Committee for Specific Learning Disabilities

Staff members from state agencies serving on the State Advisory Committee and/or steering committees include:

- 1. Division of Retardation The Department of Health and Rehabilitative Services (DHRS)
- 2. Division of Mental Health (DHRS)
- 3. Division of Health (DHRS)
- 4. Division of Youth Services (DHRS)
- 5. Division of Vocational Rehabilitation (DRRS, includes Bureau of Blind Services)

Members of the Bureau of Education for Exceptional Students also serve on other agency planning or review committees including:

- 1. State Developmental Disabilities Council
- 2. State Council for the Vocational Education of Handicapped Youth
- 3. Department of Health and Rehabilitative Services Committee on Children's Medical Services



The Division of Retardation presently has three advisory committees primarily for grant review. These include with their membership:

| | acation Advisory Committee -313 | and | te Grant-in-Aid Title IV-A Review mittee | abi | velopmental Dis- Lities Grants view |
|-----|------------------------------------|-----|--|-----|---|
| 1. | Mr. William J. Miller - DVR | 1. | Mr. Bruce Fallert- NH - Chairman | 1. | Mr. Herbert Morgan- FARC |
| 2. | Mr. Herbert Morgan - FARC | 2. | Dr. R.L. Williams- AGM | 2. | Mr. Max Bear - VCP |
| 3. | Dr. Landis Stetler - DOE | 3. | Mr. Tom Swift - DOE | 3. | Mrs. Wendy Cullar- DOE |
| 4. | Mr. Ed Williams - DOE | 4. | Mr. Dave Sellers - DVR | 4. | Dr. James Foshee- FSU |
| 5. | Mr. Marc Morgan - DR | 5. | Dr. James Foshee - FSU | 5. | Mr. Dave Sellers- DVR |
| 6. | Dr. Ben Allen - DR | 6. | Mrs. Virginia Eaton- DOE | 6. | Dr. B.T. Wilder- UF |
| 7. | Mrs. Nell Melzer - DR | 7. | Mr. Herbert Morgan- FARC | | |
| 8. | Dr. Arnold Cortazzo - DR | 8. | Mr. Gordon Davies- Community Affairs | | |
| 9. | Mrs. E. Marcum - DR | 9. | Mrs. Ellen Thiel - FSU | | |
| 10. | Dr. Tom Dillon - DR | | | | |
| 11. | Mr. Victor Crosby - DR | | | | |
| 12. | Mr. James Hosch - DR | | | | • |
| 13. | Mr. Jack McAllister - DR | | | | |
| 14. | Dr. James Foshee - FSU | | | | |
| 15. | Dr. Carl Proehl - DOE | | | | |
| 16. | Mr. Bob Watson - DOE | | | | |
| 17. | Mr. Clifford Horst - Dk | | | | |
| 18. | Dr. Fitzgibbon - DR | | | | |
| 19. | Mr. George Corcoran - DR | | | | |

In addition to representatives serving on advisory committees, an annual meeting is held of university training personnel. The staff person on Title VI-D funds serves as formal liaison for university and teacher education groups. At the annual university meeting there are also officers of the Florida Council of Administrators of Special Education and the officers of the Florida Pederation Council for Exceptional Children.



The State Advisory Council on Vocational Education reviews and makes recommendations to the Commissioner and Division of Vocational Education on vocational programs for the handicapped.

The Board of Trustees for the Florida School for the Deaf and Blind consists of seven (7) members and acts with and under the supervision and general policies adopted by the State Board of Education. The board of trustees has jurisdiction over management of the school.

From the Department of Education viewpoint, the main pivotal point for program planning and coordination with district school systems is focused on the individual educational consultant assigned to an area of exceptionality. The consultant serves as liaison, information gatherer, developer of program standards, strategies and long-term objectives as he works with both local school districts, residential programs, university programs, state agencies, volunteer organizations and parent groups. Each of the DOE consultants assigned to an exceptional student area(s) has taken major responsibility in the development of the problem, objective and activity statements for the FY 74 Projected Activities Document.

C. Program Evaluation

Progress made toward meeting the established FY 74 objectives has been described by each of the Bureau of Education for Exceptional Students consultants according to their assignments, principals from the School for the Deaf and Blind and educational consultants from Department of Health and Rehabilitative Services.

Problem area I - Trainable Mentally Retarded

- I(A) A catalogue of objectives developed in Duval County will be distributed to all teachers of TMR students during July, 1974.
- I(B) Access to program in FY 74 report, an increase in the number of children served has resulted in a projected figure of 99% of trainable mentally retarded school age students to be served by 1976-77.
- I(C) a) Fewer students have been excluded from programs this past year and fewer statements of exclusion criteria are included in the district plan.
 - b) A record of all certificates of exclusions has been maintained. Contractual guidelines have been distributed to districts for providing alternative educational plans.
 - c) Through cooperative planning with the Division of Retardation, TMR and EMR students of school age are not maintained with state funds in non-public schools.



- I(D) Early childhood Legislation was passed which permits districts to use state educational funds to provide instructional programs for TMR students from 0-5.
 - A Department of Education publication for developing home training programs was distributed to the districts.
- I(E) Facilities A Department of Education publication on Florida exceptional student facilities including TMR facility plans and program descriptors was distributed state wide.

Problem area II Educable Mentally Retarded

- II(A) Further refinement of staffing and placement procedures remains an assessed need in approximately thirty three of the 67 districts. Trained personnel are becoming increasingly available to provide quality services.
- II(B) The need for continued improvement of district services in the area of pre-vocational and vocational programming for the educable mentally retarded is slowly being resolved as indicated by an analysis of the Annual Report document and other relevant statistics from the Division of Vocational and Technical Education and the Division of Vocational Rehabilitation.
- II(C) Programs for the educable mentally retarded have continued to increase but are expected to level off in FY 74 to serve approximately 30,000 students.
- II(D) Limited progress has been made in resolving the problem of assessing student progress in EMR programs. The impact of the dissemination effect of a Curriculum Outline has yet to be determined.

Division of Retardation

- I(A) Trainable Mentally Retarded Expansion of 4.4% ADA is evidenced.
- I(B) A comprehensive needs assessment has been devised that will provide comparative data as a basis to formulating realistically attainable instructional goals.
- II(A) Educable Retarded Improvement effected approximately 200 new placements in community settings.
- III(A) Profoundly Retarded Progress has been made to the extent that now only 1000 receive insufficient to be counted on ADA. Almost all receive some instruction.
- IV(A) Multiply Handicapped Retarded Many new staff have been employed with the result that where formerly 1000 multiply handicapped were not receiving adequate quantity of instruction, this figure has been reduced to approximately 500.



V(A) All Levels of Retardation - There have been approximately 200 additional group living home placements of persons of school age. Four new educational day care centers have opened.

Minority group inclusion has ceased to be a problem of importance.

Program area III Specific Learning Disabilities

The Title VI-G CSDP has been implemented in three sparsely populated districts and drive-in conferences held to acquaint other districts with the unique problems and solutions in establishing SLD programs in sparsely populated districts. As a result of the grant, a person has been hired to act as full-time consultant for SLD. A State SLD Steering Committee has also been formed and has held three meetings.

Certification, while still a problem area, will improve with the addition of new programs at University of North Florida, University of South Florida, Florida Technological University and Flagler College.

It is projected that increased statewide coordination will lead to improved programs through uniform criteria and guidelines for programming.

Problem area IV Emotionally Disturbed

Objective A. Concerned with the maintenance as the expansion of the program for the emotionally disturbed in fiscal year 1974.

Programs have been maintained and expanded throughout the State during the past school year. However, with the change in Florida's educational funding base, it was impossible to figure the growth in terms of students served. The teacher growth was from 218 to 359.

Objective (3) Continuous liaison with the University programs was accomplished, however, drive-in conferences were not held.

Objective (4) I have no knowledge whether this has been accomplished.

Objective (5) This was accomplished, however, the student population was 215.

Objective (6) This objective was only partly accomplished. This was at Florida State Hospital in Chattahochee.

Objective (7) This is an on-going objective and has been attended to.



(1) Related process problem area B (process) This was not accomplished, however, plans for this are still being pursued in this year's legislative budget.

Status problem C - O.K.

Process problem D - This has been one of the major thrusts of the consultant in working with the Division of Mental Health this past year and will continue to be so in the future.

Problem area V Socially Maladjusted

Objective A

- a) We met this objective and exceeded it by approximately 500 students. 2400 + 540 = 2940 projected. 3588 approximately. We should increase this by another 500 students in 1974-75.
- b) The availability of a prescribed educational program has been made available to all the students under the Division of Youth Services jurisdiction either through their budget or through cooperative arrangements with a local school system.

Objective V-A

- 1. Increased to 151 teaching units
- 2. Yes, this was accomplished, however, they did not expend the total Title I, 90-570 dollars.
- 3. This was accomplished also.

Objective V-B. This was not accomplished but should be considered for next year.

Problem area VI Physically Handicapped and Other Health Impaired

The program for the physically handicapped has been a stable program over the past few years. Minimum consultant services have been available to the districts. A Title III project to provide a physical therapy program in Palm Beach County has been implemented.

A three-county survey was cooperatively conducted by the Division of Mental Retardation, the Florida Epilepsy Foundation and the Bureau of Education for Exceptional Students, in an effort to determine the number of school aged children with epilepsy in need of special programs and services.

There has been no program evaluation to determine program weakness.

Problem area VII Visually Handicapped

VII (A) The follow-up study is still being developed so as to establish better assessment procedures in daily living skills and prevocational training.



VII(B) Instructional personnel are still in great demand. Five districts were without teachers for the visually impaired the entire school year and three districts for half of the school year.

Four state fellowships have been granted to train teachers for summer, 1974.

Six teachers attended an annual Medical Seminar at the New York Lighthouse for the Blind. Five of the teachers have conducted region low vision seminars in their region and one will carry through beginning school year, 1974-75.

- VII(C) Six additional districts provided services for the visually handicapped this year.
- VII(D) Center became fully operational in January 1974, and is meeting 82% of the materials requested with a two weeks period.
- VII(E) An experience workshop is planned for summer, 1974, at the residential school which will include 15 students from both the residential school and local schools. Duily living skills will be taught as well as half day on a job and half day in job related instructions.

Problem area VIII Deaf-Blind Children

All activities were completed through Florida's Title VI-C project in the Southeastern Regional Deaf-Blind Center. Mr. Joel Huff, at the State School for the Deaf and Blind, serves as the State Coordinator.

Priority is still being placed on securing State support for a residential facility for 15 Deaf/Blind children at the State residential school and specialized programs for the Deaf/Blind at the Gainesville Sunland Training Program.

Problem area IX Deaf

- IX(A) The new funding program adopted for FY 74 precluded the development of a regional supervising teacher program. However, counties were encouraged to assume this responsibility and now there are six full time supervising teachers, six helping or coordinating teachers and one part time supervising teacher serving the 20 county programs.
- IX(B) Curriculum Study was temporarily postponed because of activities directed toward the development of a comprehensive plan for the education of the deaf. This is still an area of need and activities will resume.



IX(C) Lack of Educational Evaluations - The Report of the

Commissioner of Education's Technical Task Force on the

Education of the Hearing Impaired assesses the current
status, defines problems, states objectives and recommends
alternatives relative to d'agnosis, educational evaluation
and placement of nearing impaired children.

FLRS/EAST is field testing a systems approach to individualizing instruction for young deaf children in two counties. Seven supervising teachers and one teacher educator attended the training sessions. The project will continue.

A four-day special study institute on teaching speech to the Deaf was held in August, 1973, in which 48 teachers from throughout the State participated.

IX(D) Parent Education - At the annual meeting of the state organization of parents of hearing impaired children, information regarding the educational programs within the State, the contact person for each program with a parent organization, materials available through FLRS, and projected activities were given to the group by the State consultant.

The projected activities for FY 75 will be directed to implementing the program standards recommended by the Technical Task Force.

IX(E) This objective was met through expansion of programs for preschool and school age children and through an increase in the teaching staff.

Problem area X Hard of Hearing

Hard of Hearing - Two major problems still remain dominant for the hard of hearing. These problems:

- finding children with hearing loss prior to their suffering educational loss, and
- adequate number of professional staff to assist these children permiate the efforts of the consultant.

School audiologists increased in the State.

Inservice education was provided for hearing clinicians.

Problem area XI Speech and Language Impaired

XI(A) Access to program - During the school year, 1973-74, only four school districts, Glades, Lafayette, Baker, and Walton were without services from a school speech pathologist. The total number of clinicians with Florida schools increased from 501 in 1972-73 to 573 in 1973-74.



- XI(B) Facilities for housing programs for Language Impaired
 Students As indicated in the 1969-70 facility survey, 2/3
 of the facilities being utilized for Speech programs were
 minimal or below standards. Curscry observation and verbal
 reports from clinicians support the concerns expressed in
 1970 that facilities would become worse for speech programs
 rather than better unless earmarked State monies were forthcoming. At this date, 1974, it is estimated that 70% of
 the facilities available are inappropriate for speech and
 language programs. It is requested that a Facility Bill for
 1975 Florida Legislature be designed providing money for
 facilities in conjunction with the FTE weighting.
- XI(C) The major emphasis during the 1973-74 school year was inservice education for the speech pathologists in the schools. This activity is only beginning and will be heavily emphasized in 1974-75.
- XI(D) There is a need to re-do the following surveys in 1974-75: Identification Audiometry in Florida Schools; Analysis of Communication Handicaps receiving therapy; and Materials and Equipment utilized by school audiologists and pathologists.

Problem area XII Gifted

Programs for the gifted have expanded with approximately 215 teachers employed on the state funds and 11 teachers locally funded. A consultant is assigned full time to the area of Gifted Child Education. A one-week institute was held to train teachers to work with gifted students. Annual meetings are held for instructional personnel in the area of the gifted with this year's program theme being "Executive High School Internship for Gifted Students." The State Resource Manual for Gifted Child Education has had a wide distribution both within the State and nationally. It is currently being used by three universities as a textbook in gifted child education.

Consideration is being given to the creative child and culturally different gifted child in some school systems and a continued effort will be made to have additional school systems develop programs for creative children. A special emphasis will be placed on identification of and programs provided for culturally different gifted children.

A newsletter designed for the purpose of sharing information and instructional ideas will be published and disseminated. An effort will be made to establish a special summer school for secondary gifted students.

Problem area XIII Handicapped

XIII (A) Administration and Supervision. The new funding formula, FEFP, does not encourage districts to provide supervision



although the full impact cannot be evaluated yet.

All activities were accomplished except the establishment of regional special education service centers which were not funded by the 1973 Legislature.

XIII(B) Instructional Media and Materials. Through the Florida Learning Resources System, all activities have been accomplished. Significant expansion will take place during 1974-75.

Progress toward the provision of instructional resources support services to Florida's district exceptional student education programs during FY 1974 is as indicated for each of the major service areas below:

MATERIALS CENTER STIMULATION

Major efforts of the Florida Learning Resources Sytem were directed toward the provision of locally accessible services to all Florida's exceptional student educators through the establishment of associate centers to serve all district programs, and coordination of these as an effective statewide network. During FY 1974, twenty-seven district programs, serving 46,475 exceptional children (42% of Florida's identified handicapped student population) participated in the associate center projects indicated below:

| CENTER | SERVICE AREA | FUNDING |
|--------------|---|-----------------------------|
| FLRS/ALPHA | Martin, Okeechobee, Palm Beach, St. Lucie | EHA Title VI-B/ \$91,022 |
| FLRS/PAEC | Walton, Holmes, Washington, Jackson, Bay, Calhoun, Liberty, Gulf, Franklin | ESEA Title III/ \$69,802 |
| FLRS/SOUTH | Dade, Monroe | EHA Title VI-B/ \$99,967 |
| FLRS/CIC | Charlotte, DeSoto, Glades, Hardee, Hendry Sarasota | EHA Title VI-B/ \$74,737 |
| FLRS/CENTRAL | Highlands, Pasco, Polk | EHA Title VI-B/ \$73,467 |
| FLRS/EAST | Brevard, Indian River, Volusia | EHA Title VI-B/ \$74,980 |

Each associate center provided comprehensive services within its designated geographical area, including: (1) acquisition and development of materials designed to accommodate unique learning characteristics of the handicapped child; (2) training



in the design, selection, prescription, and use of instructional materials, including the development of competencies related to procedures, machinery-operation, or software use involved in mediated teaching; (3) dissemination of information regarding available materials designed to meet specific learning objectives of children having identified learning characteristics; and (4) provision of materials through an efficient logistical system of materials supply.

Planning for continued network development includes the establishment of a total of sixteen FLRS associate centers serving Florida's sixty-seven district exceptional student education programs. Projections for FY 1975 include continuation of the six (6) operational centers, and establishment of four (4) new centers. Major funding support of the Florida Learning Resources System is provided through EMA Title VI-B, with fifty per cent of the FY 1975 allocation earmarked for the establishment and maintenance of FLRS associate centers.

To further facilitate state program development in the area of media and materials support services, <u>Florida's District Procedures for Providing Special Education for Exceptional Students</u>, <u>Guidelines</u>, 1974, include the following requirements:

- "...aistrict planning for instructional resources should emphasize the development of specific teacher competencies related to selection, utilization, and evaluation of appropriate instructional techniques and materials:
- A. Awareness and utilization of media, materials, and educational technology resources and services available at the local, state, and national levels.
- B. Effective application of prescriptive teaching techniques:
 - (1) abilities to effectively utilize formal and informal diagnostic procedures in designing instruction;
 - (2) awareness of education implications of learner and setting characteristics;
 - (3) abilities to select appropriate learning activities and materials to meet specified performance objectives; and
 - (4) abilities to assess the effectiveness of instructional procedures designed to accomplish specified learner outcomes.
- C. Effective utilization of appropriate instructional materials for specific handicapping conditions:
 - (1) knowledge of characteristics of effective instructional materials;
 - (2) abilities to determine content levels of instructional materials;



- (3) abilities to select, develop, and adapt instructional materials to meet specified learning needs; and
- (4) abilities to evaluate materials relevant to student performance outcomes.
- D. Effective utilization of audio-visual equipment for instructional purposes.

To accomplish these objectives, district programs should consider the following program delivery functions:

- 1. Instructional resources consultant services to assist exceptional student teachers in media utilization and in the selection, use, and evaluation of instructional materials and techniques appropriate to specified learner needs:
- 2. Media, materials, and educational technology <u>in-</u> <u>service education</u> to update teacher competencies as specified above;
- 3. An <u>information system</u> based on regular communication with teachers regarding existing media and materials resources and services, especially those locally accessible; and
- 4. A variety of equipment and instructional materials appropriate to each area of exceptionality, coordinated through a district materials delivery system to insure maximum utilization of existing resources.

MATERIALS SERVICES/INFORMATION DISSEMINATION

The Bureau of Education for Exceptional Students Clearinghouse/ Information Center is established as a coordinating unit for the information dissemination and materials delivery services of associate centers and district programs. The Clearinghouse operates under the auspices of the Florida Learning Resources System and the Florida Educational Resources Information Center (FERIC) as a system for (1) the collection, cataloging, and circulation of materials related to Florida's programs for exceptional students; and (2) the storage, retrieval, and dissemination of research and related informational and instructional materials. Adjunct to these functions, the Clearinghouse subsumes the majority of direct services provided by FLRS from the State level. These services have evolved from identified program needs and are designed primarily to ensure effective utilization of existing information and materials resources on a statewide basis.

Major accomplishments of the Clearinghouse during FY 1974 included the following:



- 1. Updating of the Florida-Developed Products Listing, a comprehensive catalog of exceptional child education materials developed throughout the State. The third edition (March, 1974) contains 137 entries representative of district exceptional child education programs, EHA Title VI-B projects, ESEA Title I and III projects for the handicapped, university training programs, and activities of the DOE as well as other state agencies involved with services to the handicapped. All materials cataloged in FDPL are available on loan through the Clearinghouse, and are also routinely processed for inclusion in the national and Florida ERIC systems.
- 2. Disseminated approximately 15,000 materials items, including DOE publications routinely distributed to selected target populations, as well as materials provided in response to more than 1200 requests processed by the Clearinghouse.
- 3. In cooperation with Florida ERIC, conducted more than 500 searches and prepared appropriate response packets including computer print-out information summaries, ERIC microfiche documents, journal citations, hard copy documents, and current awareness articles in answer to approximately 300 information search requests from exceptional student educators.

In conjunction with the information dissemination, activities of the Clearinghouse and the Florida Learning Resources System, the Bureau of Education for Exceptional Students also administered an. "Information Services System" project (EHA Title VI-B, \$29,060) with objectives as follows:

- 1. To promote broader program application of relevant educational outcomes through the reproduction and distribution of selected products to potential users.
- 2. To increase exceptional student educators' awareness and utilization of existing information and materials resources and services, including specifically those of the Clearinghouse, Florida ERIC, the CEC Information Center, and National ERIC.
- 3. To provide local access to information resources and services, including basic materials collections (documents, journals, and microfiche) in exceptional student education, and equipment and materials compatible with the ERIC system (microfiche reader/printers and reference tools).
- 4. To improve district exceptional child education administrators and supervisors skills in the major "educational information consultant" skills of negotiation, retrieval, transformation, communication, and evaluation.

As a result of this project, information service centers were established in district exceptional child education programs in



each of the five comprehensive educational planning regions of the State, and approximately 150 exceptional child education program administrators/supervisors more trained in the utilization of information and materials resources for program improvement.

Planning in this area includes continuation and expansion of existing Clearinghouse activities, and implementation through the Florida Learning Resources System of a statewide system for the inventory, analysis, retrieval, and evaluation of exceptional child education instructional resources at the associate center/district program level.

MEDIA/MATERIALS/EDUCATIONAL TECHNOLOGY CONSULTATION AND TRAINING

The Florida Learning Resources System provided coordination of associate center and district program activities related to media, materials, and educational technology training, including cooperative efforts with the Bureau of Curriculum and Personnel Development and the Florida Center for Personnel Development Resources. During FY 1974, FLRS associate centers provided intensive inservice training to more than 1,750 exceptional child personnel in the respective service areas.

Projected Activities specific to this area of inservice will center on continued associate center activities, and provision of an EHA Title VI-D Special Study Institute, based on the FLRS pilot inservice training model, to train instructional resource consultant personnel for district exceptional child education programs throughout the State.

Planning in this area also includes cooperative efforts with newly established Statewide Teacher Education Centers to develop continuing education programs for exceptional child personnel, including activities related to assessment of inservice training needs; development of appropriate programs; provision of inservice training resources; assessment of needs, resources, and experiences for clinical pre-service teacher training; facilitation of entry and reentry of educational personnel into the teaching profession; facilitation of the training process; and facilitation of internal and external evaluation.

XIII(C) Professional Training in Vocational Education for the Handicapped.
Activities in this area exceeded the projections. Eight special workshops were conducted as follows:

Volusia District Home Economics Norkshop, to identify and \$10,161 implement methods and techniques for teaching Home Ec. to handicapped students.

Univ. So. Fla. To provide training institutes to train and for upgrading vocational evaluators.* 103,500

*This is not a workshop since it is a year long project and funded from aid to Universities



| Univ. So. Fla. | To conduct a <u>state-wide institute</u> of 150 key professionals representing vocational education, special education, and vocational rehabilitation. | \$ 18,500 | |
|------------------|--|-----------|-------|
| Fla. Tech. Univ. | To conduct a workshop to <u>prepare vocational</u> and exceptional child education teachers to teach the handicapped. | 18,000 | |
| Univ. North Fla. | To conduct workshop to <u>assist vocational</u> teachers to develop competencies needed to provide for the handicapped. | 2,659 | (hold |
| Univ. of Fla. | To provide a workshop for vocational and tech- nical teachers to prepare them to work with handicapped and disadvantaged. | 17,000 | |
| Fla. State Univ. | Development and testing of learning packets for teaching employment and useful home making skills | 23,000 | |
| Fla. State Univ. | To demonstrate industrial arts content and methodology that can be used in teaching mentally retarded to perform simple repairs and construction; develop work safety habits, etc. | 13,716 | |
| | COMPETER TRAIT AGAGINA MASU SATURA | \$206,530 | |

XIII(D) Early Childhood Programs. The 1973 Legislature did revise the Statutes to permit districts to provide home instruction programs for deaf, blind, physically handicapped and trainable mentally retarded. However, neither the training funds nor State staff were provided.

Major implementation of this new Statute has been for the visually handicapped.

Planning activities have continued and increased activities are projected for 1974-75.

XIII(E). Migrant Children. No activities were explored. There have been no requests for program planning. This problem area will be dropped for 1974-75.





Addendum: Division of Retardation Department of Health and Rehabilitation Services

I. General Scope of Division Services

The Division of Retardation is comprised of eleven regions throughout the State of Florida. Within these regions are six Sunland Training Centers or Hospitals and various community-based programs with a service population of approximately 6,000 clients. At the present time, the Division has approximately 1,100 direct care personnel to provide services for the 6,000 clients. With this many clients, and primarily residential clients, the Division must provide a variety of services including education, medical and dental, residential care, and social work services. In addition to internal services, the Division has agreements with other state agencies for the purchase of services for Division clients. The Division makes every attempt to work on a cooperative level with several other state agencies in order to improve services to the general population of retarded persons.

II. Philosophy and Basis for Educational Services

The Division has the responsibility of serving those clients who are presently not being served by the Department of Education in a community program. Community placement is the primar, consideration for any retarded person in the state. When, however, a client is unable to attend community programs, because of a definite disability, the Division effort to provide him/hor with an equivalent educational program as he would find in the community.

The Division defines educational services as "...deliberate attempts to facilitate the intellectual, sensorimotor, and affective development of the individual." To the fulfillment of this definition, the Division has a commitment to diagnosis and evaluation on a client before admission so as to facilitate maximum development. After the diagnosis and evaluation is completed, written objectives are developed for each client, which must be consistent with the Division's philosophy, the objectives of the region, and the concept that regardation is a modifiable condition. The Division encourages the development of written curriculum in its schools to provide continuity and consistency of programming.

In the execution of its services the Division accepts the premise that learning begins at birth and continues to death at all levels of intellectual functioning. Based on this premise, the attempt is made to provide appropriate services at all levels of retardation for the Division's clients. The Division states that its educational services should include the following:

- 1. Establishment and implementation of individual education programs as indicated in the client's service plan.
- 2. Continuous re-evaluation of the client and the effectiveness of his educational program.
- 3. Evaluation and improvement of instructional programs, procedures, and techniques.
- 4. Participation by educators in program development for client rehabilitation and staff training.

Addendum - Division of Retardation



5. Consultation with parents, guardians, other providers of services, and any persons concerned with the progress of the client.

The Division is continuously in the process of re-evaluation so its programs reflect the needs of the clients and the goal of community re-integration.

III. General Educational Goals for 1974 - 1976

- 1. To prepare 1,500 clients for community placement.
- 2. To establish resource centers in each institutions by June 30, 1976.
- 3. To establish 100% client participation in education and training programs by June 30, 1976.
- 4. To perform semi-annual education progress assessments for each client June 30, 1976.
- 5. To provide pre-vocational and vocational training to 780 severely retarded clients.



| STATIMENT OF PROBLEMS AND OBJECTIVES | | | | • | | EST |
|---|--|---|---|--|--|---|
| * MAJOR PROBLEM | | â | OBJECTIVES FOR 19. | 55 | 19 77 | CO 1 |
| DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PIR BLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF MANDICAPPED CHILDREN AFFECTED BY THE PROB.EM. Problem No. I Trainable Mentally Retarded | DESCRIBE O JECTED TO VEAR, SPECI BENEFIT AN | NE OR MORE BE ACHIEVED IFY THE NUME O THE CHILD! | OJJECTIVES R DORING EACH BER, AGES, AN PERFORMANCI | ELATED TO TI 1 OF THE VEA 1 O TYPE(S) OF 2 CHANGES AN | DESCRIBE ONE OH MORE OJJECTIVES RELATED TO THE PROSLEM WHICH ARE EX- JECTED TO BE ACHIEVED DURING EACH OF THE VEARS INDICATED. FOR EACH VEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | CH ARE EX- OR EACH HLDREN TO |
| A. Of the 3683-TMR students, ages 5-18, attending public school programs, many are not making.social, emotional or cognitive progress commensurate with their indicated abilities based on written performance objectives. The extent is not known. | Objectiv A. By lin H. Asse of o and abil | ve I 1976-77, sublic s ssment objectiv cogniti | 7 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 | | Sssed aprehe Ssoci | aged TMR students of by a State susive catalogue lal, emotional their indicated |
| | • | | • | | ••• | |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | C. MAJOR S | STEPS OR ACTI | ACTIVITIES FOR F | FY <u>75</u> – BELATED | TED TO OBJECTIVE | E NO. |
| SPECIFY THE MAJCA STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILO | CHILOREN TO PARTICIPATE | PERSONN | PERSONNEL TO BE | ESTIMATED COST | ED COST |
| THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. | TYPE (2) | NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT |
| | | | | | ٠ | |
| 1. Catalogue of objectives for TMR students developed in Duval County will be utilized as a part of the development of an assessment model. | TMR | | | | State (Stüdent Assessment) | . 20°000°05 |
| 2. Continued funding of Title III project-"Perceptual. Motor Training, the Physical Training Phase for TMR" to develop instructional objectives for State Catalogue. | THR | | • | N | Title III | 82,429.00 |
| | • | | • | | | |
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|---|--|--|--|---|--|--|------------------------------------|---|-------|-----|----|
| | · | H ARE EX- OR EACH LDREN TO | (based on t programs ocial, with their | E NO. | ED COST | AMOUNT (7) | 9,247,932 3,082,644 | 4,500 2,350 14,400 | , | | |
| | -777_61 | Describe one or more objectives related to the problem which are ex- pected to be achieved during each of the years indicated. For each year, specify the number, aces, and type(s) of handicapped children to benefit and the child performance changes anticipated. | istudents (in present sembling soomensurate v | TED TO OBJECTIVE NO. | ESTIMATED COST | SOURCE (6) | State Local | ritle VI-D State State | | | •. |
| • | FOR 1975 - 13 RELATED TO TH CH OF THE YEAR AND TYPE(S) OF H CE CHANGES ANT CE CHANGES ANT CE CHANGES ANT CE CHANGES ANT CE CHANGES CON CONTROL | | | <u> 75.</u> – весатер | PERSONNEL TO BE | EMPLOYED (5) | 624 | | | • | |
| | OBJECTIVES FO | ODJECTIVES R CURING EACH JER, ACES, AN VERFORMANCE | the TMR will be rems and gritive ies. | ACTIVITIES FOR FY | PERSONN | TRAINED [4] | | 100. | • | | |
| R ACTIVITIES | 6 | NE OR MORE (BE ACHIEVED FY THE NUMB D THE CHILD F | 1 77, 99% revalence anded pr mal and ited abil | STEPS OR ACT | CHILDREN TO PARTICIPATE | NUMBER (3) | <u>ተ</u> *ረተ | | · · | ··· | |
| אס נשט פאט י | | DESCRIBE OF PECTED TO INCAR, SPECIBENETI AND | Objective B. By 76- 30% p or exp emotio indica | c. MAJOR \$ | | 77 | THR | | | • | |
| D. PROBLEMS, GENECTIVES D. PROBLEMS, GENECTIVES, AND MAJOR ACTIVITIES | | CESCRIBE IN CHILD CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem No. I Trainable Mentally Retarded | B. Without the continuation of the present programs for 3683 TMR school aged students, none of them would be able to maintain their current rate of progress and without expansion, 354 identified and 576 suspected but not on waiting lists for public school classes will not show progress in a public school program. | 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE VEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | The preceding objective(s). Specific dates for activities smould be indicated where known. (1) | grams by the gen instruction in | personnel. 3 Federal Summer Trainee 5 State Summer Fellowshi 200 State Tuition Grants | • | | |

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|---|--|--------------------------------|--|--|--|------------------------------------|---|---|---|---|-----|--------------------|
| E NO. I | ED COST | TMOUNT (7) | • | 3,207. | . 26,000 | ٠ | | | | | | |
| RELATED TO OBJECTIVE NO. | ESTIMATED COST | SOURCE (6) | Title VI-D Special Proj | Title VI-D ADM | State | • • | | | | | • | |
| 75 - | EL TO BE | EMPLOYED (5) | | | 1.5 | • | · · | | | | | |
| ACTIVITIES FOR FY | PERSONNEL TO BE | TRAINED (4) | • | • | • | | • | | | | | |
| 6 | CHILDREN TO PARTICIPATE | . Number (3) | | | | | | | | | | |
| c. MAJOR STEPS | CHILD | TYPE . (2) | ÷ | TMR | TMR | • | | • | | - | | * |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | BE INDICATED WHERE KNOWN. (1) | 4. Participate in manpower plan special project to identify manpower and training needs. | 5. Make staff available to provide liaison with university programs, certification section, inservice activities and scholarships. | 6. Provide consultant services of one professional staff to LEA's for planning and development of educational programs for the retarded: a) review Title VI-B projects and monitor as | risits am visits us assigned | review PL 89-313 projects as assigned review educational specifications for for TMR and preliminary plans | Procedures document 1) DOE liaison for parent and professional organi- | j) provide technical assistance for district k) comprehensive planning as assigned serve on - DR grant-in-aid and IV-A review committee | 1) compile annual report of program and mairtain program statistics m) provide liaison for state residential programs | •.• | OE FORM 9016, 7/73 |

* Included under Problem Area XIII -31-

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| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (CMINNING) | c. MAJOR S | MAJOR STEPS OR ACTIVITIES FOR FY 75 | VITIES FOR F | 1 | RELATED TO OBJECTIVE NO. | VE NO |
|---|------------|-------------------------------------|----------------|-----------------|--------------------------|----------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKE" IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMP. ISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSONN | PERSONNEL TO BE | ESTIMAT | ESTIMATED COST |
| DE INDICATED WHERE KNOWN. | TYPE (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (5) | \$00BCE (6) | AMOUNT (7) |
| I B 7. Continue teacher aides and other supportive services to TMR students from target schools. | THE | | • | 7 | Title I | 62,566 |
| 8. Continue state support for transportation of TMR students to special centers and regional programs. | TMR | | • | | State | |
| 9. Continue and expand vocational education programs for TMR students. | TMR | \$00th | | \$ | Voc. Ed. | 115,770 |
| | • | • | | • . | | · |
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STATEMENT OF PROBLEMS AND OBJECTIVES

. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TEAMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Trainable Mentally Retarded Problem No.

STATUS

Informal reports and county plans would indicate that mined number of trainable mentally retarded receiving multi-handicapping.problems resulting in an undetersome trainable mentally retarded children are being excluded from education programs either because of having reached the aga of 16 or for behavioral or no educational experiences.

Objective I

COPY AVAILABLE

DESCRIBE ONE OR MORE ODJECTIVES RELATED TO THE PROSLEM WHICH ARE EX-JECTED TO BE ACHIEVED BURING EACH OF THE VEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTHCIPATED.

TT 61 -

b. OBJECTIVES FOR 19 75

trainable mentally retarded, examine the reasons for exclusion and encourage alternative educational pro-By 1975-77, to monitor all exclusions of school age grams where appropriate.

1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued)

AMOUNT - RELATED TO OBJECTIVE NO. ESTIMATED COST PERSONNEL TO BE e. MAJOR STEPS OR ACTIVITIES FOR FY 75 CHILDAEN TO PARTICIPATE SPECIFY THE MAJCR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD

SOURCE

EMPLOYED 3

TRAINED Z

NUMBER 3

7786 E

3

State

TE kers in programs for MR to collect and analyze data Continue inter-agency meetings of professional wor on exclusions and alternative educational plans.

Ξ

BE INDICATED WHERE KNOWN.

students are required in 1973-74 district procedures This information will be analyzed to determine needed resources to serve Specific statements regarding exclusion of TMR report for special education. excluded TMR students. 2

Districts report all exclusions and submit

HRS agencies must report all known cases not copies of certificates. 2

Implement 1974 legislation which permits districts Profound served to the DOE Bureau of Education for Exceptional Students. ີວ

635,000

State

to use state funds for the initiation of programs for the severe and profoundly mentally retarded.

* Included previously

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| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | C. MAJOR S | TEPS OR ACTI | ATIES FOR F | 775 - RELA | c. MAJOR STEPS OR ACTIVITIES FOR FY75 RELATED TO OBJECTIVE NO. | E NO. I |
|--|------------|----------------------------|-----------------|--------------|--|---------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE VEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING ORIECTIVE IS ABELIEVED. | CHILD | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | Et TO BE | ESTIMATED COST | ED COST |
| BE INDICATED WHERE KNOWN. (1) | TYPE . (2) | . NUMBER | TRAINED (4) | EMPLOYED (5) | SOURCE ,'6/ | AMOUNT |
| If proposed legislation is passed, provide special institute for teachers on designing instructional programs for the severe and profoundly retarded. | | | • | | Title VI-D | 2,000 |
| d) A joint proposal with Division of Retardation and Florida Association for Retarded Citizens if funded, would permit the initiation of demonstration sites for serving the educational needs of the severe and profoundly mentally retarded with multiple handicaps. | • | | • | | Title VI-B/ 89-313 | 216,000 |
| | • | | | • | | |

D. PROBLEMS, OBJECTIVES, AND SILAJOR ACTIVITIES

Sestatiment of Padglems and Objectives

CONTRACTOR OF SECTION SECTIONS

e. WAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PHOBILM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Trainable Mentally Retarded Problem 11a.

PRODUCT

lack of learning resulting in negative social, emotional TMR children, ages 0-5, who do not receive positive and sulting from their own frustrations and a reflection of 36 are receiving educational services in public schools 1503 TMR children ages 0 to 5 and it is known that only and intellectual behavior and heightened anxieties reappropriate training from either parents, educational inappropriate or parent frustrations. It is estimated that there are medical or other support personnel, will develop the following negative characteristic: programs. and in community 9

_ 12_Ct -OBJECTIVES FOR 19 75 CESCRIDE ONE OR MORE GOJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

- either by public schools, community programs including 3 and 4 will have available educational opportunities By 1976-77 426 of the 661 estimated TMF children ages Headstart.
- 0-3 will have available educational opportunities either By 1976-77 134 of the 842 estimated TMR children ages by public school or community programs. 5

1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued)

- RELATED TO OBJECTIVE NO. I C.MAJOR STEPS OR ACTIVITIES FOR PYZS

| (3) | 2 | • |
|-------------|-------|---|
| NUMBE | TYPE | THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOOLD TYPE NUMBI |
| PARTICIPATE | PART | INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF |
| HILDREN TO | CHILL | SPECIFY THE MAJCH STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) |
| | | |

| 1. With the passage of state legislation to permit use of FTE funds for ages 0-3 districts will be encouraged to establish home training for TMR children 0-2 years of age and classes for 3-4 years of age. | | | | |
|--|--|---|--|--|
| 1. With the passage of state legislation to permit use of FTE funds for ages 0-3 districts will be encouraged to establish home training for TMR children 0-2 years of age and classes for 3-4 years of age. | | | | |
| | 1. With the passage of state legislation to permit use | of FTE funds for ages 0-3 districts will be en- | couraged to establish home training for TMR children | 0-2 years of age and classes for 3-4 years of age. |

time

Staff

State

Proof

SOURCE 3

EMPLOYED

TRAINED Z

NUMBER

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PERSONNEL TO BE

ESTIMATED COST

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28,476. *

Title VI-B

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A Title VI-B project was awarded to develop alternative instructional models in Taylor County. 5

*Also included under Problem Area XIII

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| 1 CTAT :: FRYT OF PRORIEMS AND OB 12CTIVES | ! | AND IMAJOR ACTIVITIES | | | | |
|---|------------------------------|---|---|---|--|-----------------------------------|
| | | 9 | OBJECTIVES FOR | 19 75 - | 77 60 | |
| | DESCRIBE OF VECTED TO C | VE OR MORE (NE ACHIEVED FY THE NUMB THE CHILO P | DUBING FACH BY ACES, ANI ER ACES, ANI | ELATEO TO THE OF THE YEAR OF THE YEAR CHANGES AND | DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROSLEM WHICH ARE EX- JECTED TO BE ACHIEVED DURING FACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, ACES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | H ARE EX- DA EACH ILDREN TO |
| E. During the past four fiscal years, the Florida Department of Education has awarded \$4,165,891 for the construction of 20 educational facilities for the trainable mentally retarded children in Florida's local school districts. The facilities have been designed and constructed based on educational specifications including instructional objectives and activities for trainable mentally retarded students. A variety of designs have been constructed but data is not available to the staffing arrangements for future planning of facilities and programs. | E. Staff funct men:a. arrang | will colon of ecilon of ecilonal uctional gements f | t and d tional studer sctives managen | \$4.4.0° | | g the mable to staffing . |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | e. MAJOR STEPS | 8 | ACTIVITIES FOR FY | FY <u>75</u> - RELATED | ED TO OBJECTIVE | E NO. |
| SPECIFY THE MAJCA STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILDI | CHILDREN TO PARTICIPATE | PERSONNEL | it. TO BE | ESTIMATED | ED COST |
| The preceding objective(s). Specific dates for activities should be indicated where known, (1) | TVPE (2) | NUMBER (3) | TRAINED (4) | EMPLOVED (5) | SOURCE (6) | AMOUNT (7) |
| No activities projected for FY 75 | TMR | | | | • | |
| | | | | | | BES |
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13,300 will be available and wil' utilize appropriate staffing AMOUNT TROOP CESCALCE ONE OR MORE OFFICE RELATED TO THE PROBLEM WHICH ARE ENVECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. for referral, diagnosis and placement of EMR students ESTIMATED COST and placement procedures with emphasis to be placed By 1975-76, trained district personnel responsible - RELATED TO GBJECTIVE NO. Title VI-D SOURCE State 9 on early identification at ages 5 and 6. 77 61 -EMPLOYED State Staff PERSONNEL TO BE 3 b. OBJECTIVES FOR 1975 MAJOR STEPS OR ACTIVITIES FOR FYZS TRAINED E C. FROGLENC, OLJEGHVUS, AND MAJOR ACTIVITIES ٠,٠ NUMBER 3 CHILDREN TO PARTICIPATE TYPE (2) Ä. Eased on Needs Assessment Survey, 50% of school districts SPECIFY T-1E MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING ODJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. Procedural Guide for the Development and Evaluation of Instructional Programs for the Mentally Retarded DESCRIBE IN CHILD CENTERED TERNS A MAJOR PROBLEM TOWARD WATER FEDERAL OR NON-FEDERAL FUNDS WILL BE EXFENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Determine the status of referral, screening, idenutilization of improper goals and objectives for indido not utilize appropriate staffing and placement procedures, resulting in mislabeling of children and imdisseminate and implement the utilization of the same in compliance with the Procedural Guide for the Development and Evaluation of Instructional tification and placement procedures and update proper placement. This, therefore, results in the Conduct eight regional training sessions to STATEMENT OF PROBLEMS AND OBJECTIVES 'continued Educable Mentally Retarded Programs for the Mentally Retarded. a. N. AJOR PROBLEM STATEMENT OF PROBLEMS AND OBJECTIVES E vidual students. OE FCRM 9016, 7/73 Prot. n 110. 8 PROCESS

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| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS! INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO Participate | PEF YNN | mmel to be | CSTIMA | estimated cost |
|---|----------|----------------------------|----------------|---------------------------------------|---------------|---------------------|
| THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD FINDICATED WHERE KNOWN. | TVPE (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (3) | (9) 304008 | AMENDET (7) |
| 3. Continue innovative project in Jefferson County to differentiate identification procedures and develop program models. | EMR | | • | ĸ | Title III | 96,801 |
| 4. Conduct district level in-service training sessions for principals on identification procedures. | EMR | | 100 | | State | Staff time |
| 5. Participate in regional workshops scheduled for school psychologists on identification procedures. | EMR | | 150 | | State | Staff time |
| 6. Conduct special study institute on psycho-educa-tional assessment of retarded students. | EMR | | 25 | • | Title VI-D | 3,150 |
| | | | • | · · · · · · · · · · · · · · · · · · · | | BEST COPY AVAILABLE |

1. STATEMENT OF PROBLEMS AND OBJECTIVES

ERIC

. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. II Educable Mentally Retarded

PRODUCT

Of approximately 600 EMR students completing secondary programs, the number making adequate social and vocational adjustment is not known. It is predicted from limited data that a high percentage do not have adequate social and vocational skills to be productive members of society.

b. OBJECTIVES FOR 19 75 - 19 77

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EX-PECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH VEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. B. By 1975-76 all district curricula for elementary EMR students will emphasize awareness of career opportunities.

By 1975-76, 75% of all district curricula for junior high EMR students will emphasize pre-vocational experiences and evaluation as part of their program

By 1975-76 all district curricula for secondary programs will emphasize social-personal skill devendent throughout the continuum as well as a program in an anareness.

By 1975-76, 65% of the 67 districts in Florida will include as part of their curriculum specific vocational skill training appropriate to the abilities of the EMR students.

By 1975-76 a procedure for job placement and long term follow-up will be available to all EMR programs in the State.

| 1. STATEMENT OF PROBLEMS AND V.BJECTIVES (continued) | C. MAJOR ST | MAJOR STEPS OR ACTIVITIES FOR FY 75 | VITIES FOR F | | RELATED TO OBJECTIVE NO. $oldsymbol{II}$ | E NO. 11 |
|---|--------------|-------------------------------------|-----------------|-----------------|--|------------------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS; NOICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILDS | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | EL TO BE | ESTIMATED COST | ED COST |
| THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SMOULD BE INDICATED WHERE KNOWN. (1) | TYPE . (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (8) . | AMOUNT (7) |
| 'bjective II B Collaborate with Vocational Education on establishing a program of follow-up of students completing secondary programs to help in determining success of the student in vocational and social adjustment. | EMR | 200* | . : | Ŋ | P.L. 90-576 | |
| 2. Encourage districts to use available resources for program services and activities. | | | · · | | ritle VI-B ADM | 001 |
| 3. Assist districts in the establishment of graduation procedures for EMR programs through dissemination of publication. | | | | | FLRS | 100 |
| 4. Fund Vocational Education projects to provide adaptive vocational education programs of a pre- vocational and vocational nature to all 67 districts | EMR . | 6,000* | | • | P.L. 90-576 | |
| 5. Increase from 27 districts to 32 by 1975-76 the cooperative school programs with Vocational Rehabilitation by increasing from 131 V.R. Cooperative school counselors to 182. | EMR | | • | # 7. # 7. | State and Federal Vocational Rehabilitati | BEST COPY AVAILABLE 8 |
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| 6. Configuration of innovative project in Palm Beach Englishes on the Configuration of innovative project in Palm Beach Eng. 6. Configuration of innovative project in Palm Beach Eng. 7. Cooperate in State Placement and Follow-up implementation as required by the Guidelines. 7. Cooperate in State Placement and Follow-up implementation as required by the Guidelines. | S Z | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WIL EAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPA"E | PERSONNEL TO BE | EL TO 8E | ESTIMA | ESTIMATED COST |
|---|-----|--|-------------|----------------------------|-----------------|--------------|---------------|----------------|
| Continuation of innovative project in Palm Beach district to identify appropriate components of secondary programs for EMK students. Secondary programs for EMK students. Cooperate in State Placement and Follow-up implementation as required by the Guidelines. | - 5 | TE PRECEDING OBJE. (VE(S). BPECIFIC DATES FOR ACTIVITIES SHOULD INDICATED WHERE KNOWN. (1) | TYPE (2) | | TRAINED (4) | EMPLOVED (5) | SOURCE (8) | AMOUNT 17) |
| Cooperate in State Placement and Follow-up implementation as required by the Guidelines. | မ် | | EMR | | • | • | | 100,000 |
| | 7. | Cooperate in State Placement and Limplementation as required by the | EMR. | | • · | | State | Staff time |
| | | · | | | | | | BEST |
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| 1. STATLMENT OF PROBLEMS AND CONECTIVED | | | | | | | |
|---|--|---|--|---|---|--|-----------------|
| | | O 4 | b, OBJECTIVES FOR 19 | OR 19_75 - | 19_77_ | | |
| DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXFENDED. IND.CATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem No. II Educable Mentally Retarded | DESCRIBE OF PECTED TO YEAR, SPECT AND BENEFIT AND BENE | NE OR NORE OF STATE OF THE CHILD OF T | COSECTIVES FOR STACE ACTIVES FOR STACES, ACTES, ACT | ELATED TO TO THE VEATOR THE VEATOR TYPE(S) OF ECHANGES AND TO THE CONTROL OF THE | DESCRIBE ONE OR NORE CAJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIE TO DURING EACH OF THE VEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | ICH ARE EX- FOR EACH HILDREN TO | |
| C. In 1972-73, of the estimated (30,758) EMR school aged students (based on a 2% prevalence) 5,282 did not have access to a prescribed educational program with the result that as adults they are predicted to be deficient in academic, social and vocational skills and therefore limited productive citizens. | C. Maintain program and expa an addit | the to 25 nd th ional | availability ,476 (1972-73 e program to 5,282 studer | of mak its | - မှ မေရ မေရ | educational ed children rograms to | |
| | | | | | | • | t |
| 1, STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR S | STEPS OR ACTI | ACTIVITIES FOR FY | V_74 - ВЕСАТЕD | NTED TO OBJECTIVE NO. | VE NO. II | 1 |
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSONNEL TO | EL TO 8E | ESTIMATED | red cost | |
| THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. [1] | TVPE (2) | NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) | |
| Objective II-C 1. Encourage the maintenance of present educational program and increase programs for EMR students through Florida Education Finance Program. | EMR | 28,099 | · | 2,094 | State | 35,567,478 11,855,826 | BE |
| 2. Hold two training conferences for EMR district supervisory personnel in September and May. | EMR | | 35 | ······································ | Title VI-D | · | ST COPY |
| 3. Coordinate activity with other State agencies to provide a total array of services to the EMR, population. | EMR. | • | | 8 | State | Staff time | AVAILABL |
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|--|---|-------------------------------|------------------------|------------------------------|--|--------------------------|--|-------|--|--|---------|---|---|---|---------------|--|---|-----------------------|---|
| VE NO. | ESTIMATED COST | AMOUNT | | | 4 | ν w | 28,8 | | 162,9 | ** | | 3,207 | 2,000 | · · · · · · · · · · · · · · · · · · · | | | | | |
| | ESTIMAT | SOURCE (6) | | | | Title VI-D Title VI-D | State State | State | Title I | Title VI-D. | Project | Title VI-D ADM | State | · · · · · · · · · · · · · · · · · · · | | | | | • |
| ا ! | IEL TO BE | EMPLOYED (5) | | | | | | | 29 | | • | | 1.5 | | | | _ | | |
| IVITIES FOR P | PERSONNEL | TRAINED (4) | | • | e . | . | 200 | -1 | ······································ | | • | | | | | | <u> </u> | | |
| MAJOR STEPS OR ACTIVITIES FOR FY /3 | PARTICIPATE | . NU!ABER (3) | | | | | · | | \$00° | • | - | <u> </u> | | | | | | | |
| c. MAJOR S | PART | TYPE (2) | | | | | | | EMR | EMR | | | ENR | | | | | | |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) | INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | BE INDICATED WHERE KNOWN, (1) | jective II-C continued | rovide training ersonnel: | 3 Federal summer traineeships 1 Federal master fellowship | | 4 State summer rellowship 400 Out of field tuition grants 1 State summer fellowship - Ph. Ed. for the Montall. | pel | 5. Continue the employment of teacher aides and teachers for EMR programs in target schools. | Participate in Manpower Plan Special project to identify manpower and training needs for EMR | | 7. Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships. | 8. Provide consultant services of 1 professional staff to LEA's for planning and development of educational | programs for EMR students and: a) review Title VI-B projects and monitor as | three six exc | review Title III projection of the Project of the P | review educational specifications ar plans for facilities for EMR | Procedures documents. | |

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* Included previously ** Included in Problem Area XIII



| Y THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR TEO WINGH WHILL EAD TO THE EVENTIAL ACCOMPLISHMENT (| | CHILDREN TO | PERSONN | PERSONNEL TO BE | ESTIMAT | ESTIMATED COST |
|--|-------------|--------------|---------|-----------------|---------------|----------------|
| THE PRECEDING OBJECTIVES. SPECIFIC DATES FOR ACTIVITIES SHOUL. BE INDICATED WHERE KNOWN. [1] | 7 | NUMBER (3) | TRAINED | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| | | | | | | |
| h) DOE liaison for parent and professional organization | | | • | | | |
| ical assistar | | | • | | | |
| comprehensive planning as assigned j) DOE liaison with Division of Vocational | | | • | | • | |
| Rehabilitation | | | • | | | |
| k) liaison with Division of Vocational Educationl) compile annual report of program and maintainprogram statistics | ë ë | | | | | |
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| - - | STATEMENT OF PROBLENS AND OBJECTIVES faminated | c. MAJOR SI | EPS OR ACTIV | MAJOR STEPS OR ACTIVITIES FOR FY 75 | l, | BELATED TO OBJECTIVE NO. | E NO. II |
|------------|--|-------------|----------------------------|-------------------------------------|-----------------|--------------------------|------------------------|
| 2 N | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSCYNEL TO BE | EL TO BE | ESTIMATED COST | ED COST |
| | IE PRECEDING OBJECTIVEIS), SPECIFIC DATES FOR ACTIVITIES SHOULD INDICATED WHERE KNOWN. | TYPE . (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (S) | SOURCE (6) | AMOUNT (7) |
| 8 | Objective II-D continued | | | | | | |
| က် | Continue field testing of Social Learning Curriculum (Yeshiva University) in 12 districts. | EMR . | 1600# | • | | | No additional funds |
| . | Conduct transitional field testing of Social Learning Curriculum (Yeshiva University) in 12 districts. | | | • | | | |
| بر ب | Conduct training sessions in area of mathematics using packets to assist learning in nine districts. | | | | | Title III PAEC | 121,951 |
| . | Hold three meetings of the State Steering Committee on the Education of the Mentally Retarded to advise and set directions for MR programs in the State. | EMR. | | | • | Title VI-B ADM | 2,400 |
| 7. | Continue innovative project in Pinellas County in prescriptive curriculum in physical education for the mentally retarded. | ENR | - | • | | Title III | 55,000 |
| • | | | | | | | BEST CO |
| | | | | | · | | PY AVAILABLI |
| | | | • | · | | • | E |
| 19 | OE FORM 8016, 7/73 | | | | | | |

3. NATICA PROBLEM

TELLYT OF MOBLEMS AND ODICCTIVES

ERI

DUSCHISE IN CHILD-CINTERED TERMS A MAJOR PLOBLEM TOWARD WHICH FLOSENAL OR NON-FLEERAL FUNDS VILL DE EXPENDED. INDICATE THE NUMBER, FACES, AND TYPERS OF HANDICAPPED CHILDREN AFFECTED BY THE PADDILEM.

Robban Ho. 1 - Severely Retarded and Multiply Handicapped

Ä.

- There are 4,136 severely and multiply handicapped clients in state facilities who require adequate services to maintain their basic skill competency, use of language, motor skills, and emotional control which directly relate to their potential for development

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b. GBJECTIVES FOR 13 4 - 19 76

J. H. G. L. L. D. G. G. T. W. B. M. J. A. COLVITILE

- DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WAICH ARE EX-FECTED TO JE ACHIEVED DURING LACH OF THE YEARS INDICATED. FOR EACH NEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS! OF HANDICAPPED CHILDREN TO EENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
- l Develop and train staff in specialized programs to teach skills which are based on the student's handicap and modes of learning for possible re-entry into the community. Some areas of concern are environmental stimulation, self-help foliage industry, and home making skills
- 2 Provide for an experimental living model to move clients from isolation in a medical model to involvement in a well planned training facility.

| SECTIVES (write-ind) | THE YEARISH SHILDREN TO PERSONNEL TO B | CIPIC DATES FOIL ACTIVITIES CHOULD TYPE NUMBER TRAINCD EMPLOYED SOURCE AMOUNT | (1) (2) (3) (4) (5) (6) (7) | |
|---|--|---|-----------------------------|--|
| 1. STATEMENT OF PROGLESS AND OSSECTIVES (WITHOUT) | CALCIFY THE MAJOR CTL/S OR ACTIVITIES TO SC TAKEN IN THE YEARIG INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLICAMINT OF | DE INDICATED WATER KNOWN. | (II) | |

| | I | | | | | BEST (| COPY | AVA | LAB | LE | | | | ı |
|--|--------------------------|--|---|--|---|--|--------|--------------------------------------|-----------------------|-----------------------|-----------|------------------------------|---------------------------------|-------------|
| ESTIMATED CCST | AMOUNT (7) | 47,000 | 342,000 | .39,000 | 20,000 | 11,000 | 6,200 | 11,600 | 21,000 | 10,203 | 3,000 | 8,004 | 13,561 | 200 |
| ESTIMAT | 50URCE (6) | Title I | State 89-313 | 89-313 | 89-313 | State | State | State | State | 89-313 | 2 | 89-313 | 89-31-3 | 89-313 |
| 1. TO 6E | EMPLOYED (5) | 9 | 57 | | | · | H | 7 | 4 | - | | ূন | 4 | |
| PERSONNEL TO BE | TRAINCD (4) | 9 | | | · | • | , | | - | | | | | |
| n.n to Hare | NUMGER (3) | | 650 | 059 | 901 | , 10 ped | 18 | 32 | 09 | · 50 | | 20 | 20 | 20 |
| CHILDRLN TO PARTICIFATE | TVP6: | DB N MB | Severe | 8 | | Multiply | ı. | | 8 | | D+ | 8 | 8 | |
| UPLOTEY THE MAJOR STEAS OF ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATES WHICH WILL LEAD TO THE EVENTUAL ACCOMPLICANCYT OF | ATEO WHERE KNOWN. (1) | a. Provide educational activities to increase levels of performance through motor, language and self management skills | <pre>b. 1) Provide educational services for profoundly and severly retarded clients</pre> | 2) Consultants, transportation and other supportive services for training programs | 3) Contracts with community agencies to provide training programs such as sheltered workshops experiences | c. Continue the use of a functional vocational classroom for multiply handicapped 1) Classroom Teacher II, Spec Ed. F | ; ; | 3) Vocational Placement Counselor II | 4) Four Teacher Aides | 5) Homemaking Teacher | eseses (9 | 7) Vocational Instructor III | 8) Fout Graduate Student Assts. | 9) Expenses |
| 52.03.4 53.03.03 | SE INDICA | A. 1 - 8 | ۵ | | | v | | | | | | | | |

| 0.647.00 0.647.00 | ACCENT THE MAJOR STAND OR ACTIVITIES TO BE TAKEN IN THE VERRILL DICATED WHICH WILL EGAD TO THE EVENTUAL ACCOUNTINGUISMENT OF | SARTI | Daldeln to Participate | PCACORN | PERSONNEL TO BE | ESTIMATED CCST | co ccsT |
|----------------------|--|-------------|---------------------------|------------------|-----------------|--------------------------|---------------|
| 1. C.: CAT. | ONCE STATES LATERATED DATES FOR ACTIVITIES GROULD TO WHERE KNOWN. | 7VPE (2) | NUMBER (3) | TRAINCO (4) | EMPLOYED (5) | SOURCE (6) | AEGUNT [7] |
| P. | Environmental Stimulation program for the Multiply Handicapped | | , | | | | · |
| | 1) Four Music Therapist | Multipi | 120 | | 4 | State | 40,000 |
| | 2) One Rehabilitation Technician | nerapi * | st 28 | | H | State | 6,240 |
| | 3) Two Music Therapy Assts. | | 51 | | -73 | . 89-313 | 10,520 |
| | 4) Expenses | 8 | | | | 89-313 | 200 |
| o · · | Provide central office coordination for the establishment of BKR Workshops | | 4136 | 210 | | BEH Title VI State | 92,304 |
| | 1) Special Training Coordinator | | | | | | |
| | 2) Consult on MH/Severely Retarded | | • | - | | | |
| | 3) A - V Specialist | | | .4 | | | |
| | 4) Clerk Typist | | | والمساد والمساور | | | |
| | 5) Contracted Workshops with BKR Inc. | · · · · | | | · . | | |
| ត ស | Establishment of the Development. Living Models at Tallahassee and Orlando Sunlands | æ æ | • | . 292 | | State | 2,258,690 |
| | | • | | | | | |
| FCRM 5015, 7/73 | 16, 7/73 | | | | | | |

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| | | | | BEST | COPT NA | ALMOLE | | | | |
|-------------------------------|----------------------------------|--|---|---|--|--|--|---|---|---|
| AND ENGLISH COLVES | b. OBJECTIVES FOR 19 74 - 19 76. | DESCRIDIT GNE OR NORE ODJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO LE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH NEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF MANDICAPPED CHILDREN TO EENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | A. 1 - To achieve a level of 100% service by 1976, the hiring of 164 additional classroom teachers to establish 1:15 teacher-student ratio. The objective is also satisfied by the addition of 132 teacher aides. | 2 - Continuation of 12 RTI serving approximately 300 clients in personal-social skills, daily living skills, and academic skills. | 3 - Continuation and expansion multi-sensory multi-media library services for the Sunland Centers. | 4 - Provide enrichment activities to 200 lower functioning clients who are in need of enrichment | 5 - Implement an organized program to develop and reinforce vocational behaviors | 6 - Implementation of a program for basic language skills to eliminate the communication barrier to social adjustment | 7 Identify and provide special training for clients with specific disabilities (ex. behavioral, occupational, and hearing | • |
| S. AND ENGLESS AND O DECTIVES | . SABOBLEN: | PUSCHISE IN CHILD CENTER DIERNIA MAJOR PROBLEM TOWARD WHICH FLICANT ON NON-FLICARE FINDS VILL BE EXPENDED. INDICATE THE NUMBER, ACCE, AND TYPUCH HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. PROBLEM BO. 2 - Educational Programming | | specific problems that prevent cifent's adjustment to community. | | | | | | |

SOLATERENT OF PROBLEMS AND O DICTIVES

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S. MAJOR PROBLEM

DUSCINSE IN CHILD CENTERED TERMS A MAJOR PROBLEM TOWASO WHICH FUCESSIL OR NON-FUSERAL FUNDS WILL BE EXPENDED. INDICASE THE NUMBER, ACUS, AND TYPERS OF HANDICAPPED CHILOREN AFFECTED BY THE PROBLEM.

Protten Ho.

DESCRIBE ONE OR MONE OBJECTIVES RELATED TO THE PROBLEM WAICH ARE EXPECTED TO BE ACHIEVED DURING LACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AND TYPE(S) OF HANDICAPPED CHILDREN TO FENERIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

L. OUJECTIVES FOR 19___

- Identify students who fall in lower levels of retardation and provide programming for maximum potential. 0
- of clients with minimum of interruption Provide for continuous services to 100% through the availability of substitute teachers. 1

ð

- -. To strengthen and supplement the retention of skills learned in the regular school . through non-classroom activities such as video-tape services. 01
- provide appropriate behavioral training for MR students to increase their chances of community re-entry. and adjustment. ٠, 11

CE FCR.11 2016, 7/73

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| - |

| | NO. CATED THE CHANGE WELL THE DO THE EVENTUAL ACCOMPLISHMENT OF | PART | CHILDAEN TO PARTICIPATE | PCASONX | PCASONACE TO BE | ESTIMA | ESTIMATED CCST |
|---------------|---|-------------|----------------------------|-------------|-----------------|---------------|---------------------------|
| 6E IND:CATE | LAS PALVILLAND OSJECTIVICS). BPECIFIC DATES FOR ACTIVITIES GHOULD LE INDICATED WHERE KNOWN. (1) | TVPE (2) | NUMSER (3) | TRAINED [4] | EMPLOYED (5) | SOUACE (6) | AMOUNT (7) |
| B. 1 - 9. | Eiring of additional classroom teachers | MR | 2460 | | . 164 | State | 1,677.392 |
| å | Hiring of teacher aides for B. 1 - a | £ | 2460 | 132 | 132 | State | 789,096 |
| 8 1 0 | Five Resident Training Instructors for daily living skills at a regional program already in operation | E | 180 | | ហ | 89-313 | 31,445 |
| å | Supplies for B. 1 - a | | ; | | | t | 300 |
| . . | One Resident Training Instructor for pre-vocational skills. | Ř | 20 . | | rt | · s | 6,615 |
| ซ | Supplies for B. 1 - c | | • | • | | | 300 |
| ů | Six Resident Training Instructors for reading and arithmetic classes | Æ | 100 | • - | · v o | 894313 | 39,165 39,165 400 L |
| 44 | Supplies for B' 1 - e | | | | | | 200 |
| ₽. | Capital Outlay for equipment | | | · | | | 200 |
| . | Provide adequate Resident Training Instructors on a state-wide level | X X | 4000 | • | 287 | STATE | 2,053,485 |
| ส . เ ๓ | Continue to provide one full-time professional librarian to plan and implement a full range of library services | Æ | 125. | | بــر | 89-313 | 8,814 |
| ۵ٔ | Provide funds for instructional materials and supplies | m m | | • | | | 00. 8 |

| A C.FY THE | CAPY THE MAJOR OTHER OR ACTIVITIES TO BE TAKEN IN THE YEARS! INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | | CHILCHEN TO PARTICIPATE | PCACONN | PCAGONNEL TO GE | CSTIMA | ESTIMATED CCST |
|-------------------------|---|------------|----------------------------|-------------|-----------------|-------------------|----------------|
| ne paccio s indicate | DING DEJECTIVEISH LPECIFIC DATES FOR ACTIVITIES SHOULD OF WHERE ANDWIN. | P 3 | NUMSER (3) | TRAINED (4) | EMPLOVED (5) | \$0.46£ (6) | A::OUNT |
| ů. | Provide for capital outlay : equipment | | | | | | 300 |
| י ט | Hire full-time librarian, purchase audio-visual equipment and materials, begin providing livrary and auxiliary services. | Z. | 250 | 0 | t-4. | 89-313 . State | 30,000 |
| 4 | Music Therapy classes for structured gross motor activities will be conducted | TMR | 200 | | • | | .38,042 |
| . | Music Therapy classes for self concept building and sensory stimulation through listening, watching and participating activities will be conducted. | | | | | | |
| ន រ ស | Participants will be placed in vocational settings according to their interests and aptitudes as determined by formal and informative test. | EMR | | | · H | .e. | 6,260 |
| . | Counseling and follow up evaluations will be conducted. | TMR | Z.: | | н | ë | 6,049 |
| ຍໍ | Clients will be reinforced in accordance with their work performance as determined by the eyaluations mentioned above. | | | | • | | |
| ੴ. | Client will be placed in progressively more demanding vocational areas | | | · | | | |

| 3.3.CATES V | 87_CIPY THE VAJOR CTURG OR ACTIVITIES TO BE TAKEN IN THE VERRIGE. INDICATED WHICH WILL LEAD TO THE EVENTORE ACCOMPLIGHENT OF | | CHILDREN TO PARTICIPATE | PERSONN | PERSONNEL TO GE | ESTIMA | ESTIMATED CCST |
|----------------------------|--|------------------------------|----------------------------|-------------|-----------------|-----------------|-----------------------------|
| tal Priocic Ce indicate | DAG ODLESTIVE(S), BPECIFIC DATES FOR ACTIVITIES GADULO O WHERE KNOWN. (1) | 7. " | NUWGER (3) | TRAINED (4) | EMPLOYED (5) | \$0UACE [6] | A#OUNT [7] |
| ه به پ | Video tape presentations will be developed to train clients in the appropriate language development | EMR | 12 | | 7 | ie i | 13,083 |
| Š. | skills The Video taped lessons will be shown simultaneously in nine classrooms | TMR | 30 | | 7 | 6 | 15,917 |
| ຍຸ້ | Follow up activities in the form of games, table activities will be conducted. | | | | | • | |
| | rvie | School age: re- | 8 89 | | | State 89-313 | 243,000 |
| | luding eacher mulator | tarded requiri therapi | ng 20-25 su 20-25 | нон | | 2 2 E | 16,000, 11,000 13,000 |
| å | Provide facilities, equipment, and materials to further expand therapy program | (same) | 380 | | | | 213,750 |
| ů | Provide transportation services to students | (same) | 150 | | | \$ | . 21,000 |
| r o | Employ consultants to assist with program development | (same) | | | | \$ | AVA YO |
| 0 | Contract with other agenices to secure not available at Sunland Training Center | (same) | 100 | | | B . | 2,000 |
| ٠ | | ·. | | • . | | | |

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|---|--|--------------------------|--|--------|---|---------------------------------|---|---|--|---|--|---|
| | ESTIMATED CCST | AMOUNT (7) | 2,000 | 2,000 | 13,000 | 3,000 | 11,000 | 186,000 89,000 | 400,000 | 7,000 | | 18,000 |
| | ESTIMAT | SOURCE <i>(6)</i> | 89-313 | 89-313 | 89-313 | 89-313 | 89-313 | State 89-313 | 89-313 | 89-313 | | 89-313 |
| | בר דס פכ | EMPLOYED (5) | | | | -4. | - | 10. | | | | 8 |
| | PEASOÀNCL TO GE | TRAINED (4) | • | • | • | 7 | ٥. | •- | | • | | • |
| | 21:N TO | NUMBER (3) | 100 | 100 | 100 | 250 | 125 | 250 | 250 | 250 | 50 | 20 |
| | CHILDRIN TO PARTICIPATE | TVPE (2) | (same) | (same) | MR | MR | MR. | school aga bor defline mild & | (same) | (same) | (same) | |
| COLORS THE MAJOS CTLPS OR ACTIVITIES TO BE TAKEN IN THE VOLUME. | POLICITY THE MANDER OF CONTINUES TO BE TAKEN IN THE VERRICO INDICATED WHEN OF STATE OF STATES ACCOUNTINES WITH ON THE STATES OF STATES ACCOUNTING OF STATES OF STATES ACCOUNTING OF STATES | O WHERE KNOWN. | Furchase specialized equipment designed to meet the needs of individual students with specific disabilities such as walkers, | tutors | Curriculum Coordinator.for pulling together such services | Hire an audiological consultant | Hire an occupational therapist and initiate services. | Provide teachers and other educational personnel to serve 195 students plus other students to be identified | Provide facilíties, equipment and materials to maintain and enhance educational programs | Provide transportation services to students | Seek enrollment of students in a community educational program | Employ tutors to serve students with specialized programming NOT available at Sunland Training Center |
| C Stay ERIC | INDICATED TO | SE INDICATER | 44 | ָה | ਦ | | · 🙃 | ້ ຢ ປ | å | Ċ | ์ ซึ่ | o |

| . STATES | STATEMENT OF PRODUCIAS AND OBJECTIVES (continued) | C. MAJOH S | TEPS OR ACT | MAJOH CTLYS OR ACTIVITIES FOR FY | i | related to objectiv |
|--------------------|---|----------------|----------------------------|----------------------------------|-------------------------------|---------------------|
| おうこのドゲイオ | SPICERY THE MAJOR OTHER OR ACTIVITIES TO BE TAKEN IN THE YEARIGHT INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD PARTI | CHILDRIN TO Participate | PERSONREL TO BC | GL TO 6C | ESTIMAT |
| בב ואסוכאז | ED WHERE KNOWN. | TYPE . (2) | NUMBER (3) | TRAINED (4) | (צ) פאגרסאפם | 50UACE [6] |
| | | | | • | | |
| e . | Provide funds for substitute teachers (OPS) | MR | 250 | | (0PS) | 89~313 |
| á | Identify and hire substitute teachers to provide services when regular teachers are absent | MR | 150 | All hire will be trained | d No. reguired for cove | 89-313 |
| 10 - B. | Creation of Outdoor Summer program for individualized instruction 1) Thirty temporary training aides 2) Funds for field trips | M. | 340 | | 30 0PS | 89-313 |
| | 3) Instructional Material and supplies | | | _ | | , |
| ģ | Development of after-school and weekend programs along with a summer school program | EMR | 90 | | | |
| . a | Purchase of video equipment and supplies | ALL | 460 | | .64 | ritle I |
| 11 - a. | Continuation of Behavioral Program Specialist serving 25 clients under the age of 21 | MR | . 8 | | 4 | 89-313 |
| å. | Eight Resident Training Instructors will be trained in appropriate behavioral management techniques for service on 1:1 basis with clients | EMR | 474 | ώπ | U iù | |
| | | | | | | |
| CE FORM CO16, 2773 | . ET. 2. 2. 1. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. | | | | | |

3,000

30,080

400

20,000

41,500

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10,000

11,729

CE FCRM C016, 7/79

Addendum - Division of Retardation

TNUCKA

TED CCST

VE NO.

E

3,600

4,200

| PLOIFY THE IN | SPECIFY THE WAJDA STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(2) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLICAMENT OF | CHILDRIN TO PARTICIPATE | ILN TO | PERSONNEL | בר דס כב | ESTIMATED | reo ccst |
|------------------------------|--|----------------------------|----------------|----------------|-----------------|----------------|----------------|
| ag Patoto.R E indicated i | IG OBJECTIVEIS), LPECIFIC DATES FOR ACTIVITIES SHOULD WHERE KNOWN. (1) | \$ 22 | NUMBER (3) | TRAINED [4] | EMPLOYED (5) | \$004CE (9) | ASSOUNT (7) |
| . | . Provide appropriate behavioral training to 36 emotionally disturbed mentally retarded. students and 48 delinquent retardates | ED_MR Delinquert | 36 14 48 | · · | ~ | 89-313 | 13,334 |
| | 2) Provide data collection and evaluation on above objectives | | | | | | |
| ซื่ | Fifty staff members providing education and training to 2000 community retarded clients will be provided specific behavioral theory and training through four Behavioral Specialists | ZZ ZZ | 2000. | 99 | . 4 | 89-313 | 26,669 |
| Ď | Provide 100% of client population , that require Behavior Specialist on a state-wide level. | /sign | 800 | | 123 | State | 123,000 |
| | | | | , | | | |
| | | | | • | | | |
| | | | | | | | |
| | | | | | | | |
| 0e FCRM 6016, 7/73 | . 8717. | | ٠ | | | • | |
| . 30 | Addendum - Division of Retardation | 4 | 46k | | | | |

| TAVE AND THAT ACTIVITIES | u. OBJECTIVES FOR 19 74 - 19 76 | CUSCRIBE CAE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EX- FECTED TO SE ACHIEVED DUNING LACH OF THE YEARS INDICATED. FOR EACH VEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO EENERIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | A. 1 - To provide parent training in situations where the clients could remain in the community if such training was provided. | BEST COPY AVAILABLE |
|---|---------------------------------|--|--|---------------------|
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES | | DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FLOCANL ON NON-FECERAL FUNDS WILL DE EXPERDED. INDICANE THE NUMBER ACES, AND T PERSON PROBLEM. Problem Bo. 3 Parent Training | A. 1 - Many clients in the state institutions are admitted only because their home environments cannot provide adequate stimulation and training to prevent regressions in their retardation. This training is necessary to assist in the state goal of reducing the institutional population before June 30, 1976 | |

DE FORM 2016, 7/73

D. HOLLENS, DESCRIVES, AND EDITOR ACTIVITIES

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| SPECIFY THE PLAJOR STLES OR ACTIVITIES TO BE TAKEN IN THE YEARDS INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHINGT OF | CHILD | CHILDRIN TO PARTICIPATE | PEASONNEL | פר דס פב | ESTIMA | ESTIMATED CCST | |
|--|-------------|----------------------------|--------------|-----------------|------------------------------|----------------|--------|
| of Indicated where known, creditic dates for activities should be indicated where known, (1) | TVPE (2) | NUXGER (3) | TRAINED [4] | EMPLOYED (5) | БО РАСЕ <i>[6]</i> | ASSOUNT (7) | |
| staff house as | TMR | 30 | · 5 | 20 | spec | 32,926 | |
| facility for parents and parent surrogates to receive instructions in behavioral management techniques | EMR | 18 | m | m | ma | 19,668 | rai co |
| b. Homebound instruction and parent training program at another Sunland | MR | 62 | υ Δ . | 70 | 89-313 | 26,669 | |
| c. Hire a teacher, behaviorist, and recreation therapist, initiate training of parents in educational skills, behavior modification and leisurertime skills at Tallahassee Sunland | Æ | 40 | m | m | 89-313 | .32,000 | |
| | | • | •• | • | | | |
| | ` | | | | • | | |
| | | | • | | • | | |
| | | | | | · | · | |
| | | | • | | | | |
| 0E FCRM 6016, 7/73 | * | | | | | | 1 |
| *** | | | | | | | |

46m

| STEEN PROCESSOR | OF STATE PRODUCTION OF THE DESIGNATION ACCOUNTS OF THE PRODUCTION | アカカナバシアカイボ | מיאליני מיאליני | PCASONN | PEASONNEL TO BE | CSTIMATED | reo ccst | |
|-----------------|---|------------------|-----------------|----------------|-----------------|---------------|---------------|-------|
| | THE PRECEDING OCLECTIVE(S), LPROIPIC DATES FOR ACTIVITIES SHOULD OF INDICATED WHERE KNOWN. [1] | TVPE (2) | NUW.: ER (3) | TRAINED (4) | EXPLOVED (5) | SOURCE (6) | AMOUNT (7) | |
| A. 1 - a. 1 | Recreational therapist | MR | 722 | | 10 | State | 50,000 | |
| å . | Facilities, equipment, and materials to maintain and further develop programs | W. | 722 | | | 89-313 | 75,000 | |
| ຍ | Transportation for the programs . | M. | 722 | | | 89-313 | 21,000 | |
| ซี , | Contract with public agencies for use of their facilities | MR | 200 | | | 89-313 | 000′9 | |
| ö . | Use private recreational opportunities | MR | 200 | | | 89-313 | 2,000 | |
| 2 - å . | Provision for one recreation therapist | · MA | 150 | | г | 89-313 | 7,997 | |
| | One recasation therapist | MR/ min/tiple | . 55 | • | ત ં | State | 1001'6 | |
| ۵ | Two recreation Aide 1 | ap | jed 105 | | 8 | State | 11,400 | DE |
| ů | Two recreation aide II | 8 | 88 | | ٠٨ | State | 12,100 | SI C |
| ÷ | One Rehabilitation Technician | 8 | . R | | ~ | State | 6,800 | OPY |
| ŵ | Two additional Recreation The apists | 8 | 85 | • | 8 | 89-313 | 17,608 | AVAI |
| #. | One Recreation Therapy Director | s | . 40 | | H | £4E-68 | 098'6 | LABLI |
| • | Expense Money | | ,· . | | | 89-313 | 2,000 | E |
| | | | | | | .• | | |
| | | | | • | | • | | |

| BE | ST COPY | WANTARE | E. | | | | |
|---|--|---|--|---|---|--|--|
| D. P. TOLLEND, GLUCCTIV. S. AND TAJON ACTIVITIES B. OBJECTIVES FOR 19 74 - 19 76 | DESCRIBE ONE CR MORE OUSECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO DE ACHIEVED DURING LACH OF THE VERTS INDICATED. FOR EACH VEAR, SPECIFY THE NUMBER, AGES, AND TYPES, OF HANDICAPPED CHILDREN TO EENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | A. 1 - Provide recreational activities for all retarded students to teach the students how to plan leisure time activities. | 2 - Provide clients with special education in pastime activities. | 3 - Provide prescriptive programming habilita- tive exercises especially in the area of perceptual-motor development. | 4 - Provide for adequate community adjustment through off-campus activities | | |
| STATEMENT OF PROSLEMS AND OSUCCTIVES A MAJOR PROSLEM: | DESCRIBE IN CHILD-CENTERED TERM: A MAJOR PROCESS. TOWARD WHICH FLOERAND ON NON-FECTERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, ACES, AND TYPERS OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. PROBLEM BOLEM. | lents in state plan 7 by 1976. | ard in community adjustment there ed for recreational programming, pecially in leisure time activities | | | | |

| to tritutat up problem and objectives (withins) | e Major (| TERS ON ACT | E. MEJOH CTERS ON ACTIVITIES FOR FY. | / AELATSD | rsp to ourserive ho. | ve ::0. |
|---|----------------------------|---------------|--------------------------------------|-----------------|----------------------|---------------------|
| SPLCIFY THE WAJOR OTHER OR ACTIVITIENTO BE TAKEN IN THE YEARISE INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILDALN TO PARTICIPATE | 2.N 7.0 | PERSONNEL TO BE | כנ דס גר | ESTIMA | ESTIMATED CCST |
| THE PRECEDING OCCUPATION EFFECTED DATES FOR ACTIVITIES ENOULD BE INDICATED WHERE KNOWN. 11 | 3672 | NUKUER (3) | TRAINED (4) | EMPLOYED (5) | 800ACE (6) | AMOUNT (7) |
| | ş | 1400 | | 7. | State | 365 |
| 4 - a. Recreation inerapists | É | | | } | | |
| b. Recreation Therapy Aides | MR | 1400 | | 158 | State | 944,524 |
| c. Outward Bound Instructors | M | 1500 | | 150 | State | 1,073,250 |
| | | | • | | • | BEST COPY AVAILABLE |
| oe form sc16, 7/73 | * | | | | | |

| S. Stoute at G. Stiv | 5, AVB 25, AVB + CTIVITIES 74, 10, 76 |
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| a major problem: | b. OBJECTIVES FOR 19 - 19 - |
| DESCRIBE IN CHILD-CENTERLO TERVIA LANDR PROBLEM TOWARD WHICH FLECARL ON NON-FLECRAL FUNDS VILL BE EXPENDED, INDICATE THE NUMBER, ACES, AND TYPER, OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. PROBLEM BY. 4 - Institutional Isolation | CESCAIBI, GNE OR MONE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EX- FECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH NEAR, SPECIFY THE NUTBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO EENERIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. |
| t dependable and efficiention services are not avaincreased opportunities | A. 1 - a. To provide efficient, dependable amd safe transportation services for school - age residents |
| munity exposure. Regular ile not be scheduled consistently sequently, proves a hindrance nforcement of educational obj | b. To assure reliable transportation for those residents participating in the community Sheltered Workshop. |
| and community awareness. It is the Division's goal to exposure its 5,664 clients to the community as much as possible to even returning 1,400 clients. | c. Provide community oriented training programs for the seturn of 1,500 clients to their community. |
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| - AELATED | (5) | 2 | 373 | | |
| ACTIVITIES FOR FY TO PER PER CONNECT TO BE | TEA. NED | · | · | | |
| 51 S1 | 1.J.X.5.E.R. | 105 | 1500 | | • |
| 3 | | Multipl Handi- capped | æ æ | | |
| CONTRACTOR OF CO | LONG THE BOLL OF THE TRANSPORTED FOR ALL THE SHOOLS AT LONG SHOOLS | Provid Operato bili y of .eh | and 223 recreational personnel involved with 1,500 clients being prepared for community re-entry | | oe form cus, 7/73 |
| 1 | THE STATE OF THE S | B. 1 - a. | <u>π</u> | | 0E FORM : |

41 0: -

b. OUJECTIVES FOR 19 74

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DESCRIBE IN CHILT CONTRACTORNS A MANUAL PROBLEM TOWN TO WHICH FLOOR SAL OR NOW-FELSHAL FRAIS WILL OF EXPLICIT THE NOWBER. ACUS, AND TYPELL OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Proting 5 Consultancy - Resource Centers

Continued need for technical assistance to 30, direct-care personnel in their efforts to provide effective services to the Division's 5,664 clients with the June 1976 deadline of 100% clirnt servicas. ı A.

PLISCAIDL ONE OR WORD OBLICTIVES RELATED TO THE FROBLEW WHICH ARD EX-ICOTED TO UL ACHILVED DUAIN GLIACA CHI THE VEARS INDICATED. FOR EACH NEAR, SPECIFY THE NUTUEA, AGUS, AND TYPHIS) OF HANDICAPPED CHILDREN TO LENEFIT AND THE CHILD PERFURNANCE CHANGES ANTICIPATED. \$ To provide staff with the opportunity receive consultative services, attend ı ~ ø.

workshops, and in-service training programs

Addendum - Division of Retardation

CE FORM 3016, 7/73

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| 1 STATE MENT OF PROSLERG AND OBJECTIVES (Ambiena) | c. KAJOR S | TEPS OR ACT | kajoa steps or activities for fy | 1 | aelated to objective NG. | 7c NG. |
|---|------------|----------------------------|----------------------------------|--|--------------------------|-------------------|
| SPECIFY THE WAJON STLPS ON ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PCRSONNEL | יכו דס פנ | ESTIMATED | eb ccs 7 |
| THE PACCEONG DELECTIVES). LPECIFIC DATES FOR ACTIVITIES GHOULD CO INDICATED WHERE KNOWN. | TVPE (2) | NUWBER (3) | TRAINED (4) | EMPLOYED (S) | 50UACE (6) | AMOUNT (7) |
| . l - a. In-service staff development training | | | 20 | | 89-313 | 2,000 |
| b. Provide or utilize creative, innovative programming, under the supervision of a training director to maximize the objectives for the stated client, population | | • | H | | .Title I | 43,000 |
| -c. Central Office consultancy on programming, etc. for the development of services to 100% clients: and re-entry to community of 1,500 clients | | | | ······································ | 89-313 | 140,247 |
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| 0e form so16, 7/73 | | | | | ٠ | |

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A MAJOR PROBLEM

OCSCRIBE IN CHILD CERTERED TENNS A WAJOT PHOBERM TOWN TO WANCH FEELING ON NON-FLUENS YILL DE EXPENDED. INDICAL THE NUMBER, ACCS. AND TYPLES OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. P. S. 18 18 5 Consultancy & Resource Centers At present there is no provision for organization and dissemination of learning materials, equipment and supplies at the regiona level. 1 B. 1

B.

- 1926 b. OBJECTIVES FOR 19 74

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CUSCAIDE ONE OF MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DUAING LACH OF THE YEARS INDICATED. FOR EACH NEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO FENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

Provide for the establishment of resource centers at each of the major institutions literature under the supervision of with a minimum of 1,000 volumes of a Resource Center Coordinator . ~

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- Division of Retardation Addendum

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| Description of the state of the | | |
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| MR 500 | PERSONNEL TO BE | ESTIMATED CCST |
| - a. Regional Resource Center for professionals and students being professionals and students being b. Continued development of a state— wide system of Resource Centers at each major institutions by June 39, 1976 | EMPLOYED (5) | SOURCE AMOUNT (6) (7) |
| Continued development of a state- wide system of Resource Centers at each major institutions by June 30, 1976 | · · · · · · · · · · · · · · · · · · · | 89-313 13,797 |
| | State | ite 121,884 |
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S. MAJOR PROBLEM

DUSCINISE IN CHILD CENTERLO TERMIY A MAJOR PROULEM TOWAND WHICH FLOCANL ON NON-FUDURAL FUNDS WILL DE ENTRIDED. INDICATE THU NUMBER, ACES, AND TYPEUS) OF HANDICAPPED CHILDAEN AFFECTED BY THE PROGLEM.

Protiention 6 - Diagnosis and Evaluation

4 There is a need for uniform assessment on served by the Division through a uniform system of reporting client progress. semi-annual basis of the 5,664 clients 1 ~

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- 19 26 b. OBJECTIVES FOR 1914

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DESCAIDE ONL OR NORE OBLECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO DE ACHIEVED DUAING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO TENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

Provide the appropriate assessment tools for each Education, Training and Therapy Unit in sufficient quantities to assess 4,000 clients semi-annually. 1

A.

Establish a uniform system of reporting client progress to Regional D & E teams client progress to Regional D and the Central Office. ß ~

| 1 - Devalopment of assessment tools for WR 5963 State 2 - System of Data collection Federal | SPECIFY THE MAJOR STERS OR ACTIVITIES TO BE TAKEN IN THE YEARISE INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | | CHILDREN TO PARTICIPATE | PERSOŃN | PERSONNEL TO GE | ESTIMATED | TED CC3T |
|---|--|----------|----------------------------|----------------|-----------------|-----------------------|--------------------|
| - Development of assessment tools for MR 5963 State evaluations - System of Data collection | THE PACCLOUNG DOJECTIVE(S), UPECIFIC DATES FOR ACTIVITIES SHOUL OF INDICATED WHERE ANOWN. [1] | ٠,٠ | NUMBER (3) | TRAINED (4) | EMPLOYED (5) | 60 0ACE (6) | A**OU |
| 1 - Development of assessment tools for MR 5963 State evaluations 2 - System of Data collection Federal | | · | | • | | | |
| - System of Data collection | <pre>1 - Development of assessment tools evaluations</pre> | MA. | 5963 | | | State Federal | 938,334 1,816,7 |
| | - System of Data collection | | | • | | | |
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938,334 1,816,752

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STATESTANT S PROBLETS AND CALLOTTER

STATUS

In 1972-73, of the estimated 14,000 school aged children adults they are predicted to be deficient in academic prescribed educational program with a result that as learning lisabilities, 5,240 do not have access to a skills and therefore be limited productive citizens. in Florida (based on 1% prevalence) with specific

Objective III A. Maintain the availability of a prescribed edurational program to 8,750 SLD school aged students and expand

the program to make available a prescribed education to an additional 2,000 SLD students in FY 75 2000 FY

| STATISTICAL OF PROBLEMS AND AD IDEMINARY AND ADDITION OF THE PROBLEMS AND | t T |
|---|---|
| Time Cal | c. MAJOR STEPS OR ACTIVITIES FOR FY/D - RELATED TO CRIECTIVE NO |
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| ESTIMATED COST* | ARCOUNT | 0 | |
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| ESTIMAT | SOURCE | (9) | |
| PEHSUNNEL TO BE | EMPLOYED | (5) | |
| PEHSONN | TARINED | (4) | |
| CHILDREN TO PARTICIPATE | NUMBER | (3) | |
| CHILD | TYPE | (2) | |
| SPECIFY TRANSPRIENTS OR ACTIVITIES TO BE TAKEN IN THE YEARS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVERS SPECIES DATES FOR ACTIVITIES OFFICE | SE INDICATED WHERE KNOWN, | (1) | |

Assist districts with school population of less than 10,000 initiate programs using Title VI-G SLD Demonstration Grant Models for sparsely populated districts. Objective III-A

Continue and expand present programs in local school districts. 5

19,097,094 6,365,698

State Local

986

20,024

SLD

24,000

Title VI-G

600A

SLD

36,000

Title VI-G

12

12

315#

SLD

programs in three rural districts geographically Establish the resource room model for secondary distributed throughout the State to serve as demonstration centers. ю С

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*Included in total for #2

| TYPE TROUBLE TRAINER SHOWN ACCOMPLISHENT OF TRAINER TRAINED EMPLOYED SHOWN WILL LEGGE DATE FOR ACTIVITIES SHOWN OBJECTIVES, SPECIFIC DATE FOR ACTIVITIES SHOWN OBJECTIVES, SPECIFIC DATE FOR ACTIVITIES SHOWN OBJECTIVES, SPECIFIC DATE FOR ACTIVITIES SHOWN OBJECTIVES, SECONDARY OF STATEMENT OF SPATSHING FOR THE SLD PROPULTED SHOWN OF STATEMENT OF SECONDARY AGED STATEM | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) | CHILD | REN TO | CHILDREN TO | | | |
|--|---|-------|------------------|----------------|---------------------------------------|--------------------------|----------------|
| jective ill-A continued Provide intensive training for teachers and aides for model demonstration grant for sparsely populated districts. SLD rogerm. Provide appropriate vocational education for SLD SLD SLD SUD Program. Provide appropriate vocational education for SLD SLD SLD Suducation for disabilities. | INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | PART | CIPATE | PERSONN | EL TO BE | ESTIMAT | ESTIMATED COST |
| Provide intensive training for teachers and aides for model demonstration grant for sparsely for model demonstration grant for sparsely populared districts. Infiliate a study of statewide facilities for the SLD program. Provide appropriate vocational education for SLD 20 Scondary aged students with specific learning disabilities | BE INDICATED WHERE KNOWN. (1) | | . NU:ABER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| Provide intensive training for teachers and aides Provide intensive training for teachers and aides Frowide intensive training for teachers and aides for model demonstration grant for sparsely populated districts. Iffitiate a study of statewide facilities for the SLD program. SLD program. Provide appropriate vocational education for SLD 20 Scondary aged students with specific learning disabilities. | | | | • | | | |
| Provide intensive training for teachers and aides for model demonstration grant for sparsely populated districts. If the state a study of statewide facilities for the SLD program. Provide appropriate vocational education for secondary aged students with specific learning disabilities. | | | • | , | | | |
| Officiate a study of statewide facilities for the SLD SLD program. Provide appropriate vocational education for SLD 20 secondary aged students with specific learning disabilities. | Provide intensive training for teachers and for model demonstration grant for sparsely populated districts. | SLD | • | . 12 | | Title VI-G Title VI-D | 3,600 |
| Provide appropriate vocational education for SLD 20 secondary aged students with specific learning disabilities. | Initiate a study of statewide facilities for SLD program. | SLD | | | 7 | Title VI-G | * |
| | Provide appropr secondary aged disabilities. | SLD | 50 | · | | Vocational Education | 10,000 |
| | | • | | | · · · · · · · · · · · · · · · · · · · | • | |
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| SPE | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS! INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILOHEN TO PARTICIPATE |
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| - 6 - 1 | E PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD INDICATED WHERE KNOWN. (1) | TYPE (2) | (E) BWON . |
| 1. | Conduct regional workshops throughout the State in the area of programs at the secondary level. | SLD | |
| 5 | Establish a listing of available resources (both personnel and program) in Florida to assist LEA with in-service training. | STD | |
| е | Conduct regional and statewide workshop to develop guidelines and criteria to assure statewide uniformity of programs. | CTS | |
| . | Fund a Title VI-B project in Pasco County to serve as a Model for serving the SLD child in the regular classroom. | SLD | o |
| ຸ ທໍ | Provide consultant services of 1 professional staff to LEA's for planning and development of educational programs for SLD students and: a) review Title VI-B projects and monitor as assigned b) three state accreditation visits c) six exceptional student program visits d) review Title III projects as assigned review Title III projects as assigned f) review Title I projects as assigned f) review aducational specifications and preliminary plans for facilities for SLD g) review and make recommendations for 67 District Procedures documents. h) DOE liaison for ACLD and other parent and professional organizations. i) provide technical assistance for district comprehensive planning as assigned. j) comprehensive planning as assigned. | · OTS | |
| 5 | OE FORM 9016, 7/73 * Included previously | 20 | 4. ♥ |

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1. STATE WENT OF PROBLEMS AND OBJECTIVES (COMINMAL)

Staff time

Title VI-G

8

AMOUNT

SOURCE 9

EMPLOYED 3

TRAINED Z

. NUMBER 3

PERSONNEL TO BE

ESTIMATED COST

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MAJOR STEPS OR ACTIVITIES FOR FY 75 - RELATED TO OBJECTIVE NO. LIL

Staff time

Title VI-G

Staff time

Title VI-G

37,252

Title VI-B

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Title VI-G

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D. F. OBLEMS, GUJECTIVES, AND MAJOH ACTIVITIES

| B. F. OBLEMS, CULECTIVES, AND MAJOH ACTIVES | S, AND MAJO | H ACT.VITIES | | • | | |
|--|---|--|---|--|--|---|
| A. WAJOR PROBLEM | | p. q | OBJECTIVES FOR 1975 | OR 1975 - | 19 76 | |
| DESCRIBE IN CHILD-CENTERED TERYS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NOW-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPEISJ OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. PROBLEM RO. III Specific Learning Disabled Children | DESCRIBE OF PECTED TO VERR, SPECI | NE OR MORE BE ACHIEVED FY THE NUM O THE CHILD | DJJECTIVES R EDAING EACI ER, ACES, AN | ELATED TO 1 1 OF THE VE 1 DYPE(S) OF E CHANGES AL | describe one or more cojectives related to the problem which are ex- pected to be achieved curing each of the years indicated. For each year, specify the number, aces, and typeisj of Handicapped children to benefit and the child performance changes anticipated. | CH ARE EX- OR EACH SILDREN TO |
| PROCESS C. Of the 986 current teachers is SLD programs, it is estimated that 400 do not fully meet the newly adopted certification requirements. Problems relating to implementing these new requirements (the degree of which is unknown) are: a) Recruitment and maintenance of manpower | 1. By 74 2. By 75 3. By 74 By 74 able cisic | 1-75, 5-76, 1-75, (Titl to es | 50% of employed 75% of employed through the Mange VI-D, Special tablish degree cing regarding manges. | mployed teachers will mployed teachers will the Manpower Training Special Project) data degree of problem and rding manpower projec | be complete and will supp | certified. certified. Developmint be avail- port de- ns and training |
| | needs. 4. By 197 Traini Projec decisi | 5. 5. 9. 9. | 6, DOE Staff will uti and Development Plan to establish degree o making. | will utiliz nt Plan (Ti degree of p | Staff will utilize data from the M elopment Plan (Title VI-D) Special blish degree of problems and suppo | the Manpower ecial support |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continual) | c. MAJOR STEPS OR | TEPS OR ACTI | ACTIVITIES FOR F | FY 75 REU | RELATED TO OBJECTIVE | re no. III |
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE VEARIS) | CHILD | CHILDREN TO | PERSONNEL | EL 70 8E | ESTIMATED | ED COST |
| BE INDICATED WHERE KNOWN. [1] | TYPE (2) | NUMBER (3) | TRAINED [4] | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| 1. Train SLD teachers and leadership personnel: 10 summer traineeships 6 summer fellowships 998 out of field tuition grants 2. Participate in Manpower Plan - Special Project | CTS. | | 10 6 450 | | Title VI-D State State Title VI-D Spec. Proj. | 15,000 4,500 71,856 |
| Make staff available to provide liaison with university programs, certification section, in-service activities, scholarship. | StD | | | | | 3,207 |
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| | 2 Ze | DELUMBER OF SOME OF SECRETED TO THE PROSECT WHICH HAS EX- ALCTED TO SEACH SEVED DURING EACH OF THE YEARS INDICATED, FOR LACH YEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANGERPRED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | cribed I the de an addi the pro | facilities for | TED TO OBJECTIVE | ESTIWATED | SOURCE (6) | State | Title VI- | . 89-313 |
| | FOR 1975 - | CLATEC TO THE OF | (I) (I) X | residential fa | FY <mark>75</mark> - BELATED | IEL TO BE | EMPLOVED (5) | 612 | 10 | ω . |
| | OULCTIVES FO | COLLCTIVES FOR ACION EACION EA | railabilit 200 studen available 75. The Lareas an | | ACTIVITIES FOR F | PERSONNEL TO | TRAINED '4) | | | |
| No. | ٠. م | STACK WORLD | Maintain the avail programs to 7,000 system to make avestudents in FY 75 be in the rural and | Maintain and expand disturbed children. | STEPS OR ACTI | CHILDREN TO PARTICIPATE | NUMBER (3) | 8,834 | 120# | 215 |
| | | OCCUPATION OF THE PROPERTY AND A SENDENT A SENDENT AND A SENDENT A SENDENT AND A SENDENT | A. Main prog syst stud | B. Main dist | c. MAJOR S | | TYPE (2) | 93 | 8 | a |
| | | FISCA OF IN CHILD STATEMED THANK AND THEN TOWN OF THE DOWNER, FLORENCE OF NON-FIGURAL FORMS WILL BE THE TOWN CATE THE NOWSER, ASES, AND TYPE(SHOF HANDICAPPED CHILDREN AFFECTED BY THE PAGGLEM. POSIUM 110. 17. Emotionally Disturbed Children | on the e cool age sion of for the | the | 1. STATE: INT OF PROBLEMS AND OBJECTIVES (continued) | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | THE PRECEDING OBJECTIVEIS). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1) | Objective 1. Continue instructional programs in LEA through Florida Education Finance Program | 2. Continue and expand model grants to initiate and improve programs for ED students in Alachua, Seminole and Orange counties. (LEA) | 3. Continue supplementary reading and diagnostic evaluations for remedial instruction in reading, science, arithmetic, art, music, rocational education and provide social adjustment and behavior modification through group and individual instruction for emotionally disturbed students at |

| STATE: INT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR S | TEPS OR ACTI | VITIES FOR F | 7 <u>75</u> - BELA | c. major steps or activities for $\overline{\text{FY}75}$ – related to objective no. | E NO. TV |
|---|------------|----------------------------|-----------------|--------------------|--|--------------------|
| COFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) | | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | EL TO BE | ESTIWATED COST | ED COST |
| e paeceding objectivels). Specific dates for activities smould it Indicated where known. | TYPE | NUNBER | TRAINED | EMPLOYED | SOURCE | AMOUNT |
| \cdot | (2) | (3) | (r; | (5) | (6) | (7) |
| ective Continue instructional programs in LEA through Florida Education Finance Program | ED | 8,834 | | 612 | State Local | 7,893,089 |
| Continue and expand model grants to initiate and improve programs for ED students in Alachua, Seminole and Orange counties. (LEA) | ea · | 120* | | 10 | Title VI-8 | 3 172,144 |
| Continue supplementary reading and diagnostic | G | 215 | • | 80 | . 89-313 | BEST 69.056 |
| science, arithmetic, art, music, vocational education and provide social adjustment and | | | | | | COPY |
| behavior modification incough group and instruction for emotionally disturbed students at South Florida State Hospital | | | | | | AVAILA |
| OIR see | | | | | | BLE |

| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (CONTINUED) | G. P | AAJOR ST | EPS OR ACTI | c. MAJOR STEPS OR ACTIVITIES FOR FYZS | | RELATED TO OBJECTIVE NO. | i NO. IV | _ |
|---|-------------------|----------------------------|-----------------|---------------------------------------|--------------|--------------------------|---------------|----------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | YEAR(S) ENT OF | CHILDREN TO PARTICIPATE | IEN TO | PERSONNEL TO BE | EL TO BE | ESTIMATED COST | D COST | |
| THE PRECEDING OBJECTIVEIS), SPECIFIC DATES FOR ACTIVITIE BE INOICATED WHERE KIJOWM, [1] | | TVPE . (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) | |
| 5. Continue instructional program for emotionally disturbed students at Florida State Hospital | 11y ED | Д | 75 | | ٦ | 89-313 | 20,000 | BEST (|
| Initiate instructional programs at Northeast S Florida Hospital, Macclenny and G. Pierce Wood Memorial Hospital, Arcadia. | t State | · . | 20 | | # | | 30,000 | COPY AVA |
| 7. Provide consultant services of ½ of professional staff time to local districts, priority will be placed on assisting districts initiate new programs and also: | sional ED | A | | | 4 | Title VI-B | 12,000 | ILABI.E |
| wiew Title VI-B projects and monitor signed. | S en | | | | | | | |
| c) three exceptional child program visits d) review Title III projects as assigned e) review Title I projects as assigned f) review educational specifications for | | | | | | | | |
| facilities for ED review and make recommendations on 67 Procedures documents DOE liaison for parent and professiona | District | | | | • | | | |
| organizations provide technical assistance for dist comprehensive planning as assigned compile annual report of program and program statistics | rict maintain | | | | | | | |
| k) provide indison with state residential programs i) support and work closely with the Division Mental Health in the establishment of residential programs at Hospital settings throughout the State. | ion of e- | | | · | | | | |
| 8. Initiate vocational education programs for secondary students in Northeast Florida State Hospital, G. Pierce Wood Memorial Hospital an DE FORM 9016, 773 | d LEA's. | 盘 | | | | Voc. Ed. | 77,000 | 1 |
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-54-

| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (comming) | E. MAJOR S | MAJOR STEPS OR ACTIVITIES FOR FY 75 | VITIES FOR F | i . | BELATED TO OLJECTIVE NO. | E NO. IV |
|--|----------------|-------------------------------------|----------------|-----------------|--------------------------|----------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD PARTI | CHILDREN TO PARTICIPATE | PERSONN | PERSONNEL TO BE | ESTIMAT | ESTIMATED COST |
| THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SMOULD BE INDICATED WHERE KNOWN. (1) | TYPE (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| 9. Continue innovative project to demonstrate class- room.prevention and treatment for emotionally disturbed in Sarasota County. | ED | -#: | | | Title III | 120,406 |
| 10. To maintain and expand residential facilities: a) establish a children's unit at Northeast Florida State Hospital b) Continue and expand the children's unit at South Florida State Hospital c) Activate a special inpatient unit for severely emotionally disturbed children at the Florida Mental Health Institute at Tampa (a research and training facility) | | | · | | | |
| or the establish ntial facilities bed children as | | | | | • | |
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| I INTER E E E E | D. PROBLEMS, OBJECTIVES, AND 1 ATEMENT OF PROBLEMS AND OBJECTIVES | ے | JOH ACTIVITIES | | | | |
|--|---|---|---|--|--|---|---------------------------------------|
| DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH A VEAR, SECTED TO BE KANDELATED FOR THE AND THE CHILD PERFORMANCE CHANGES AND THE SHANDICLATED. B. Supportive Services will be available to 50% of the standard of the control of the services and middle-size counties. Region programs will provide supparative services for smands some middle-size counties to an additional 20 of the emotionally disturbed children receiving special education. CHILDREN TO PERSONNEL TO BE ESTIMATED COBJECTIVE NG CHILDREN TO BE STIMATED COMPACT TO BE STIMATED TO BE STIMAT | | | | DBJECTIVES F | 2 | 1 7 | |
| OCESS OCT the 7,000 known ED students (1973-74) emrolled in greated education program or theraputic services and as a result exhibit in appecial education programs and secure exhibit in programs will provide supportive services for small appropriate behavior and limited progress. I. TATEMENT OF FROBLERS AND OBLECTIVES (continuely respectate behavior) and limited programs in the value secure to eliving special education. I. TATEMENT OF FROBLERS AND OBLECTIVES (continuely respectate behavior) and limited progress. I. TATEMENT OF FROBLERS AND OBLECTIVES (continuely response in the following general control of the services and their cost necessary for a comprehensive Children's programs in a local school system. 2. Support the continuation of children's programs in a local school system. 2. Support the continuation of children's Programs in a local school system. 2. Support the continuation of children's Programs of Community Mental Health Community | i | DESCRIBE O PECTED TO VEAR, SPEC BENEFIT AN | NE OR MORE BE ACHIEVED IFY THE NUMI ID THE CHILD I | OBJECTIVES I DURING EAC BER, AGES, APERFORMANC | ELATED TO THE YEAR OF THE YEAR | HE PROBLEM WHI RS INDICATED. I HANDICAPPED CI | ICH ARE EX- FOR EACH HILDREN TO |
| NI OF PROBLEMS AND OBLECTIVES (continued) And CHASTERS DA ACTIVITIES TO ACTIVITIES FOR FY \(\frac{15}{25}\) - RELATED TO OBJECTIVE MEASURE TO BE STIMMATED CONDUCTIVES SHOULD PRATICIPATE D. WHERE KNOWN. (1) IV-B I | OCESS Of the 7,000 known ED students (1973-74) emr special education programs, 70% do not have or theraputic services and as a result exhib appropriate behavior and limited progress. | Sup ED mai | | 3 wi | avai ial ize ize cive s to | to 50 tion p ies. ices f dditio | |
| WALCH STEPS OR ACTIVITIES TO BE TAKEN IN THE VEARLS WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF SING OBJECTIVES). SPECIFIC DATES FOR ACTIVITIES SHOULD TYPE NUMBER AND THE EVENTUAL ACCOMPLISHMENT OF SHOULD TYPE NUMBER AND THE EVENTUAL ACCOMPLISHMENT OF SHOULD TYPE NUMBER TRAINED EMPLOYED SOURCE SOURCE SOURCE SOURCE STATEMENT OF SHOULD STATEMENT SHOULD SHOULD STATEMENT SHOULD SHOULD STATEMENT SHOULD STATEMENT SHOULD STATEMENT SHOULD STATEMENT SHOULD STATEMENT SHOULD | | - I | 8 | 90 | 1 1 | ٤ | 9 |
| Number Known. III III III IIII IIII IIII IIIII IIIIII | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | | 2 4 | RSON | 1 2 | | 600 |
| IV-B nut the diagnostic services and their necessary for a comprehensive ED program local school system. tt the continuation of children's programs sofully Mental Health Center of Palm Beach wunty-Comprehensive Children's Program. ild Guidance Clinic of Pinellas County Inter Haven Hospital Community Mental Health nrter-Resource Room Project rrthwest Florida Community Wental Health | THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD FINE INDICATED WHERE KNOWN. | TVPE | NUMBER | TRAINED | EMPLOYED | SOURCE | AMOUN |
| IV-B note the diagnostic services and their local school system. ct the continuation of children's programs s following facilities: cmmunity Mental Health Center community Mental Health Center of Palm Beach community Mental Health iild Guidance Clinic of Pinellas County inter Haven Hospital Community Mental Health stren-Resource Room Project rrthwest Florida Community Mental Health stren-Jon Newberry Cooley Assessment Center at community Mental Health stren-Jon Newberry Cooley Assessment Center at community Mental Health | | (2) | (3) | (4) | (5) | (9) | 100 |
| Support the continuation of children's programs in the following facilities: a) Community Mental Health Center of Escambia County-Child Development Center of County-Child Development Center of Palm Beach County-Comprehensive Children's Program. c) Child Guidance Clinic of Pinellas County d) Winter Haven Hospital Community Mental Health Center-Resource Room Project e) Northwest Florida Community Mental Health Center-Jon Newberry Cooley Assessment Center at Bay County Guidance Center | IV-B ent the diagnostic services and to necessary for a comprehensive ED local school system. | CS | 1,500 | | 1 | RRC | 25,000 |
| Community mental health center of Escambla County-Child Development Center Community Mental Health Center of Palm Beach County-Comprehensive Children's Program. Child Guidance Clinic of Pinellas County Winter Haven Hospital Community Mental Health Center-Resource Room Project Northwest Florida Community Mental Health Center-Jon Newberry Cooley Assessment Center at Bay County Guidance Center | Support the continuation of children's in the following facilities: | . G3 | | < | | | |
| County-Comprehensive Children's Program. Child Guidance Clinic of Pinellas County Winter Haven Hospital Community Mental Health Certer-Resource Room Project Northwest Florida Community Mental Health Center-Jon Newberry Cooley Assessment Center at Bay County Guidance Center | County-Child Development Center County-Child Development Center Community Mental Health Center of | | | • | | | |
| Winter haven hospital Community mental health Center-Resource Room Project Northwest Florida Community Mental Health Center-Jon Newberry Cooley Assessment Center at Bay County Guidance Center | County-Comprehensive Children's Program Child Guidance Clinic of Pinellas Count | | | | | | |
| Cooley Assessment Center at Center. | winter haven hospital community mental Certer-Resource Room Project Northwest Florida Community Mental Heal | | | | • | | · |
| The state of the s | Cooley Assessment Center Center | | | | | | |

| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PAKTICIPATE | PEASONN | PERSONNEL TO BE | ESTIMATED | ED CC3T |
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| THE PRECEDING OBJEC .: VE(S). SPEC. FIC DATES FOR ACTIVITIES SHOULD. BE INDICATED WHERE KNOWN. (1) | TYPE (2) | . NUMBER (3) | TRAINED | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| f) Willsborough Community Mental Health Center-Mendez Day Center | | | | | | |
| 3. Support the expansion of children's support services to other communities via obtaining additional federal funds for children's programs and via special state grant-in-aid for children's services. | | | | | | • |
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| A. MAJOR PROBLEM | | O d | OBJECTIVES FO | FOR 1975 - | 19 76 | |
|--|---|--|--|--|--|---------------|
| DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, ACES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem No. IV Emotionally Disturbed | DESCRIBE ONE C PECTED TO BE A VEAR, SPECIFY BENEFIT AND TH | e one or more odjectives related to the problei to be achieved during each of the years indicat ecify the number, aces, and type(s) of handicapt and the child performance changes anticipated. | DOJECTIVES R DURING EACH IER, ACES, AN | ELATED TO TO TO THE YEAR TO THE YEAR TO TYPEIS! OF ECHANGES AND TO THE T | /es related to the problem which are ex- each of the years indicated. For each s, and type(s) of handicapped children to iance changes anticipated. | |
| STATUS f. Instructional personnel with either pre-service or in-service training are not available in adequate supply to implement new programs or to supply existing programs. | C. By] | 1975-76 100% w ist in | ; 50% of employed fill have access to maintaining and up | ¹²⁴ o do. | l will be ice train teacher | competencies. |
| | | | • | | • | |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | C. MAJOR | STEPS OR ACTI | ACTIVITIES FOR F | v <u>75</u> – весатер | TED TO OBJECTIVE | IE NO. IV |
| SPECIFY THE MAJCR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | | CHILDREN TO PARTICIPATE | PERSONNEL | EL TO BE | ESTIMATEO | TEO COST |
| TPE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1) | 1 2 2 | NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| Objective IV-C 1. Liaison with State professingal organization for teachers of the ED. | · 윤 | | | н. | Title VI-B | Staff time |
| 2. Award scholarship grants to assist personnel to become certified or train leadership personnel: | ដ្ | | | | | |
| deral summer traineeth deral master fellowshi | | | 10 01 | | | 7,500 |
| 400 State tuition reimbursement grants 4 State summer fellowships | | | 200 40 | | State State | 3,000 |
| 3. Conduct special study institute for operationalizing the definition of ED and proper delivery systems for ED students. | | | 32 | • | Title VI-D | 3,850 |
| | • | | | | | |

| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | C. MAJOR S | C. MAJOR STEPS OR ACTIVITIES FOR | VITIES FOR FY | 75 - BELATED | TED TO OBJECTIVE NO. | E NO. IV |
|---|----------------|----------------------------------|-----------------|--------------|----------------------------|---------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE VEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | IL TO BE | ESTIMATED COST | D COST |
| THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. [1] | TYPE (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE [6] | AMOUNT (7) |
| 4. Assist districts design in-service training components for teachers of ED for district Master Plan for in-service. | ED | | 300 | | Title VI-B | State staff |
| 5. Participate in manpower plan special project to identify manpower and training needs. | £ | | | | Title VI-D Special Pro- | -tc - |
| 6. Make staff available to provide liaison with uni- versity programs, certification section, in-service activities and scholarships. | O ₃ | | | | Title VI-D | 3,207 |
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| THE THE PROPERTY OF THE PARTY O | אט מעט. | R ACTIVITIES | | | | | |
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| STATEMENT OF PROBLEMS AND OBJECTIVES | | | | • | | | |
| | | s s | OBJECTIVES FOR | 19 75 - | . <u>76</u> | | BES |
| DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HIMDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem No. IV Emotionally Disturbed | DESCRIBE OF PECTED TO I VEAR, SPECI BENEFIT AN | NE OR MORE SE ACHIEVED FY THE NUMB D THE CHILD F | DUJECTIVES R EVRING EACH IER, ACES, AN | ELATED TO TO OPERATE SEA DE THE SEA SEA DE THE SEA SEA SEA SEA SEA SEA SEA SEA SEA SE | DESCRIBE ONE OR MORE OUJECTIVES RELATED TO THE PROSLEM WHICH ARE EXPECTED TO BE ACHIEVED BURING EACH OF THE YEARS INDICATED. FOR EACH VEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | | T COPY |
| FROCESS D. 60% of students woving from the community to an institution and returning and often unable to make adequate adjustments. | D. By 19 stude insti | By 1975-76, ade students make a institution to | adequate pers e adjustment to community. | personnel will be avenent when moving from lity. | be available to g from community | to assist afty to | AVAILABLE |
| | By 19 catio | By 1973-74, procation between | By 1973-74, provide wehicle arcation between public schools | nd pr and | for.c lonal | for communi- onal programs. | |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR S | E-MAJOR STEPS OR ACTIVITIES | VITIES FOR FY <u>75</u> | 1 '. | RELATED TO OBJECTIV | OBJECTIVE NO. IV | 1 |
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO | PERSONNEL | EL TO BE | ECTIMATED | ED COST | ļ |
| THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1) | TVPE (2) | NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) | |
| Objective IV-D 1. Continue cooperative work with Division of Mental Health to communicate information on location of ED programs in public schools and explore for- malizing procedures for transfer of student records and other communication. | • | | | | Title VI-B | Staff time | |
| | • | | • | • | | <u>.</u> . | |
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| • | O. WE DATO | AZOH ACTIVITIES | | | • | • | |
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| STATEMENT OF PROBLEMS AND OBJECTIVES | | | | | | | |
| WAJOR PROBLEM | | ğ | oajectives For | 19 75 - | - <u>37</u> eı | | |
| DESCRIBE IN CHILD CENTERED TERMS A MAJOR PRODLEM TOWARD WHICH PERENGES, ON HON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem No. IV Emotionally Disturbed | DESCRIBE OF FECTED TO YEAR, SPECI BENEFIT AND | THE CHILD | DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLES FELTED TO 3E ACHIEVED DURING EACH OF THE VEARS INDITATED VEAR, SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANG. | CLATED TO TO OF THE YEA O TYPE(S) OF CHANGES AN | AC PRCSL WHICH SEND FOR PROPERTY PED CH | WHICH ARE EX- ED. FOR CACH PED CHILDREN TO | |
| PROCESS E. The expansion and imrprovement of programs for ED students is limited because control the lack of understanding and information processed by administrators and other leadership personnel resulting in ED children excluded from school or placed in inappropriate programs. | E. By 1975-70 available attitudes | 6, v to of | visual materials administrators the education o | s and to in of ED | presentations'will iform and change students. | ill be | |
| | | | | · | | | , |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR S | STEPS OR ACTI | ACTIVITIES FOR FY 75 | 735 - BELATED | TED TO OBJECTIVE NO. | E 7:0. IV | |
| SPECIFY THE MAJOR STAPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS! INDICATED WHICH WILL LEAD TO THE E' ENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSONNEL | il 70 BE | ESTIMATED | ro cost | ı |
| The preceding objective(s). Specif : Dates for activities should be indicated where known, (1) | TVPE (2) | NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) | t 1 |
| Objective IV-E 1. Provide presentation on planning and operating ED programs to local special education adminis- trators at annual fall meeting. | | | , | | ritle VI-B | Staff time | . |
| | | | | • | • | | BEST |
| | • | · | | | • | | COPY A |
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1. STATEMENT OF PROBLEMS AND OBJECTIVES

A MAJOR PROBLES

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR F. C. LEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER. AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Socially Maladjusted Problem No. V.

STATUS

2,403 socially maladjusted school aged students, none 4,056 suspected SM students not on waiting lists will Without the continuation of the present programs for of them would be able to maintain their current rate of progress and without expansion 235 identified and not show progress in public school programs

community programs operated by the Division of Youth students would not be able to maintain their current Without the continuation of present residential and Services, 4,739 socially maladjusted school aged

- 19.76 b. OBJECTIVES FOR 19.75 I. IBE ONE OR MOR! OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EX. TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH V. ... SPECIFY THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENLATT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

Maintain the availability of a prescribed educational program to 4,000 SM school aged children and expand the program to make available programs to an additional 1,400 fu FY 75 and 140 in FY 76.

Ä

Decrease number of students assigned to State Training Schools but maintain the availability of a prescribed educational program to 4,193 SM youth through the Division of Youth Services.

- interview and individual inventory of social and educational background to determine educational To diagnose each child through tests, personal priorities.
- To develop long and short span behavioral objectives for sach child (an educational objective which will assist the child to make improvements in learning and vocational skills). 5
- To improve basic learning skills of reading and mathematics. **е**
- provide academic and vocational programs which allow each individual a measure of achievement to promote confidence in his ability to succeed. **÷**
- To provide course work for credit so that children may continue a public school program. S.
- To provide programmed instruction in subject areas to prepare older students to qualify for a high school diploma through the General Educational Development Examination. 9

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| to, And Add Crivities | b. OB.ECTIVES FOR 19 75 - 19 76 | DESC. : TONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTION OF ACHIEVED BURING EACH OF THE YEARS INDICATED. FOR EACH VEX. SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | 7. To provide vocational evaluation laboratory experiences to assist children in determining aptitudes and interest for work readiness training. | 8. To provide work readiness vocational training. | 9. To provide specialized remedial programs for Division of Youth Services wards who have specific learning disabilities. | 10. To provide continuous evaluation of the exceptional child education programs. | | BES | COPY A | VAILABLE |
|---|---------------------------------|--|--|---|---|---|--|-----|--------|----------|
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES | | DESCRIBE IN CHILD-CENTERED TERMS A MAJOR FROBLEN PRO WHICH FEDERAL FUNDS WILL BE EXPENDED. H. CATE THE NUMBER, AGES, AND TYPE(S) OF MANDICAPPED CHILDREN AFFECTED BY THE PFOBLEM. Problem No. V Socially Maladjusted | | | | | | | | |

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| 1. STATEMENT OF PROBLEMS AND OSJECTIVES (Continued) | c. MAJOR S' | TEPS OR ACT | MAJOR STEPS OR ACTIVITIES FOR FY 75 | • | - RELATED TO OBJECTIVE NC | IENC V | |
|--|-------------|----------------------------|-------------------------------------|-----------------|--------------------------------------|-----------------------------------|-----|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO SE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CMILD | CMILDREN TO PARTICIPATE | PERSONN | PERSONNEL TO BE | ESTIMAT | ESTIMATED COST | |
| THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SMOULD BE INDICATED WHERE KNOWN. (1) | TYPE (2) | · NUMBER | TRAINED (4) | EMPLOYED (5) | 80URCE (6) | TNUOMA [7] | |
| Objective V-A | | | | | | | |
| 1. Continue instructional programs in LEA's through Florida Education Finance Program. | X | 5, 8 40 | | 255 | State Local | 2,895,513 965,171 | • • |
| 2. Continue and expand educational programs in facilities and community services operated by the Division of Youth Services | X | 4,193 | | 180 | State ESEA Title ESEA Title II | 1,103,193 11,000,000 10,000 | |
| 3. Continue vocational evaluation laboratory emperiences and work readiness vocational training in programs operated by Division of Youth Services | NS . | -t t | | 37 | Voc. Ed. 90-576 State | 77,000 | |
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| D. HOLLES, CHESTY. | CLASS 28.4.5 | AND MAJOR ACTIVITIES | | | | |
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| e. WAJCA PROBLEM | | o a | OBJECTIVES FOR | 1 19 <u>75 - 1</u> | 9 76 | |
| DESCRIBE IN CHILD-CENTERED TERMS A MAJOH PROBLEM I CWARD WAICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. "NDICATE THE NUMBER, ACES, AND TYPEIS OF MANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem Ma. V Socially Maladjusted | DESCRIBE OF VECTED TO VECTED TO VECTED TO VECTED TO VECTE AND VECTED TO VECT | NE OR MORE (SE ACHIEVED FY THE CHILD P | STITCTIVES A CUAING EACH ER, ACES, AN ERFORMANCE | escrige one or more cojectives related to the probleseted to 3g achieved curing each of the years indicatedar, specify the number, aces, and typeis) of Handicarienefit and the child performance changes antigipated | ie proglew which pre ex- rs indicated. For lach handicapped children to ticipated. | H PRE EX- |
| PROCESS B. Of the 2,403 known socially maladjusted students (71-72) enrolled in special education programs, 50% do not have supportive or theraputic services and as a result exhibit inappropriate behavior and limited progress. | B. Supportive students in large will promited at students | ve se enre and and vide vide rece | swill in spec e-size rtive s es.to a specia | be available ficial education counties. Regservices for sman additional all education. | to 50% of n programs egional prosmal and small and s | of the SM programs of some the SM |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | E. MAJOR S | STEPS OR ACTI | ACTIVITIES FOR FY | <u> 75</u> – BELATED | TED TO OBJECTIVE | E NO V |
| SPECIFY THE MAJCR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSONNEL | EL TO BE | ESTIMATED | ED CCST |
| THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD # BE INDICATED WHERE KNOWN. [1] | TVPE (2) | NUMBER (3) | TRAINED [4] | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| Objective V-D | | | | | • | |
| 1. Establish 16 regional diagnostic and resource centers to provide supportive services for instructional pregrams for SM students. | 5 5 | | • | | State | BEST COPY AVAILABLE |
| | | | | | | |

BEST COPY AVAILABLE assist in maintaining and upgrading teacher competencies. Staff time **PROOMY** 41,300a# DESCRIBE ONE OR MOILE ODJECTIVES RELATED TO THE PROBLEM WHICH ARE EX-ALLTED TO BE ACHIEVED BURING EACH OF THE VEARS INDICATED. FOR CACH VEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANDICAPPED CHILDAEN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. By 1975-76, 50% of employed personnel will be certified 3,210 major steps or activities for FV $\overline{J5}_{-}$. Related to objective no. \overline{V} ESTIMATED COST and 100% will have access to in-service training to Title VI-B Special Pro Title VI-D Title VI-D SOURCE 3 <u> 27</u> et – EMPLOYED PERSONNEL TO BE b. OBJECTIVES FOR 1975 TRAINED 3 200 218 D. FROLLINS, CESECTIVES, AND IMPORTATIVES NUMBER 3 CHILDREN TO PARTICIPATE TYPE 3 贸 3 S 돐 SPECIFY THE MAJCR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). LPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. to implement new programs or to supply existing programs. SM for listrict master plan versity programs, certification section, in-service Continue staff development activities for rersonnel DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES. AND TYPEIS) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. The in-service Make staff available to provide liaison with uniof academic/vocational education staff will Instructional personnel with either pre-service or in-Assist districts design in-service training comservice training are not available in adequate supply Ş programs operated by Division of Youth Services based on needs survey conducted Participate in manpower plan special project STATEMENT OF PROBLEMS. AND OBJECTIVES (continued) identify manpower and training needs. during Japuary and February, 1974. Socially Maladjusted 4. KAJOR PROBLEM activities and schularships. Ξ STATEMENT OF PROBLEMS AND OBJECTIVES ponents for teachers of for in-service. in educational Objective V-C Problem Ho. 5 ; PROCESS ERIC

follow the Master Slan prepared for 1974-79 with an annual review and up date. OE FORM 9016, 7/73

-65-*Included in Problem Area XIII

**Included previously

| STREET OF STREET | 201412 | עכוותונויני | | | | |
|--|--|----------------------------------|--|--|--|-----------------------------------|
| 1. STATITENT OF FACILENS AND OBJECTIVES | | | | | | |
| B. WAJOH PROSLEM | | ۵ | CBJECT'VES FC | FOR 19 75 | 12 76 | |
| DESCRIBE IN CHILD-CENTERED TERVS A MAJOW PROBLEM TGWARD WHICH FEDERAL OR NON-FEDES AL FUNDS WILL EE EXPENDED. INDICATE THE NUTBER, A AGES, AND TYPE(S) OF F. "ADICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem Ma. V. Socially Majadjusted | CSCRIBE ONE ECTED TO SC EAR, SPECIFY ENERT AND TO | OH MORE ACH: EVED THE NUMB | CULCTIVES RECENT ACCES, AND EAST CRANDS | ELATED TO TA OF THE YEAR D TYPE:S) OF ECHANGES AN | DUSCRIBE ONE ON MORE OUNCETIVES RELATED TO THE PROBLEM WHICH ARE EX- ALCTED TO BE ACHIEVED CURING EACH OF THE YEARD INDICATED. FOR EPEN VEAR, SPECIFY THE NUMBER, ABES, AND TYPEIS) OF HANDICA-PED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | H ARE EX- DR CPCA LIDREN TO |
| PROCESS D. 60% of students moving arom the community to an institution and returning are often unable. to make adequate adjustments. | D. By 1975-7 assist st community | 6, ude to | 5, adequate personnel idents make adjustment to institution to com | personnel will beadjustments wher. | avail | ble to from |
| | By 1974-7 cation be programs. | ٠ ٢, ١ | provide vehicle en public schoo | and pr Ls and | procedures for id institutional | - junamoo |
| 1. STATEWENT OF PROBLEMS AND OBJECTIVES (continued) | E. MAJOR STEPS | N O | ACTIVITIES FOR F | FY 75 - BELA | RELATED TO OBJECTIVE | E NO. |
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILDREN TO | EN TO | PERSONN | PERSONNEL TO BE | ESTIMATED | ED CCST |
| THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. [1] | TVPE (2) | NUMBER (3) | TAGINED [4] | EMPLOVED (5) | SOURCE (6) | AR:CUNT |
| Objective V-3 | | | | | | |
| 1. Continue cooperative work with Division J. Youth Services to communicate information on location of public school programs and explore formalizing procedure's for transfer of student records and other communication. | ži Vi | • | · . | | Title VI-B | Staff time |
| | | | • | • | · | |
| OE FORM 9016, 7/73 | 7 | | | | | |

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Staff time

ARCOUNT

A MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROF: ". TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM,

Socially Maladjusted Problem Ma.

PROCESS

understanding and information possessed by administrators maladjusted students is limited because of the lack of The expansion and improvement of programs for socially and other leading personnel resulting in SM children excluded from school or placed in inappropriate

By 1975-76, visual materials and presentation will available to administrators to inform and change

residential and public school programs as a result Utilize annual evaluative data to strengthen both of continuing objectives of DYS:

attitudes of the education of SM students

ŭ

To identify needs of wards not being met by home community school programs.

schools, vocational-technical centers and jun To provide personal data to assist community colleges in placement of furloughed wards. 4

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community schools, vocational-technical centers meaningful programs for furloughed wards and To provide consultative services to assist and junior colleges in the development of pre-delinquent children. ີ

| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (Community) | c. MAJOR S | TEPS OR ACT | MAJOR STEPS OR ACTIVITIES FOR FY 75 | i + 1 | RELATED TO OBJECTIVE NO. | /E NO. V |
|---|------------|----------------------------|-------------------------------------|--------------|-----------------------------|----------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | EL TO BE | ESTIMAT | ESTIMATED COST |
| THE PHECEDING OBJECTIVES). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. [1] | TYPE (2) | . number (3) | TRAINED (4) | EMPLOYED (5) | SOURCE <i>[6]</i> | AMOUNT (7) |
| Objective V-E | | | | | | |
| 1. Provide presentation on planning and operating socially maladjusted programs to local special education administrators at annual spring meeting. | • | | | | Title VI-B. | Staff time |
| 2. Continue administration, supervision and consultant and other support services to DYS educational programs and community liaison with DOE and LEA's. | Σ | | | a | Title I State | 29,000 |
| | | | | | | |
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| 4 | ACTIVITIES | |
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| | 7,02 | |
| | 2 0 X Y | |
| | 2) PROTERES OBJECTIVES AND MAJOR | |
| - | 30 | |
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|)) | 12024 | |
| | 9 | |

| 910 | S. AND IAA.OF | AND MAJOR ACTIVITIES | | | | | |
|--|--|---|---|--|--|--|----------------|
| CONTRACTOR OF PROPERTY AND CONCESSION OF PROPERTY. | | 5 s | ONJECTIVES FO | FOR 1975 - 1 | 77 61 | | |
| RMS A MAJOR PROBLEM TOWARD WHICH SWILL BE EXPENDED, INDICATE THE NUMBER, PED CHILDREN AFFECTED BY THE PROBLEM. Cally Handicapped and Other Ith Impaired | DESCRIBE ON PECTED TO D VEAR, SPECII BENEFIT AND | E OR MORE O E ACHIEVED (FY THE NUMBI | DESCRIBE ONE OR MORE OUJECTIVES RELATED TO THE PROJUE. PECIED TO DE ACHIEVED DURING EACH OF THE YEARS INDICAT VEAR, SPECIFY THE NUMBER, AGES, AND TYPE(E) OF HANDICAP. BENEFIT AND THE CHILD PERFORMANCE CHAMGES ANTICIPATED. | LATED TO THE OF A TYPE (S) OF I CHAMGES AN | не PROSLEM WHICH ARE EX- RS INDICATED, FOR EACH HANDICAPPED CHILDREN TO ITIÇIPATED. | LORENT TO THE PART | DEC1 |
| STATUS A. In 1972-73, of the estimated 9,600 physically handicapped school aged students (based on .65 prevalence), 1,955 did not have access to a prescribed educational program with a result that as adults they are predicted to be deficient in academic; social and vocational skills and therefore limited productive citizens. | A. Maintain program and expar an addit: FY 77. | to 8, ind the ional | availability (855 (1972-73) (e program to 1500 in FY 75 | of a make make | i ribed educat aged childr able program n FY 76 and | onal n to 5 in | CODY AVAILARIE |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | C. MAJOR S | STEPS OR ACTI | ACTIVITIES FOR F' | F7 75 - BELATEO | TED TO OBJECTIVE NO. | E NO. VI | |
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) | CHILD | CHILDREN TO | PERSONNEL | il TO 8E | ESTIMATED COST | ED COST | |
| THE PRECEDING OBJECTIVE(3). SPECIFIC DATES FOR ACTIVITIES SMOULD BE INDICATED WHERE KNOWN. | F | NUMBER (3) | TRAINEO (4) | EMPLOYEO (5) | 50URCE. [6] | AMOUNT (7) | 1 |
| 1. Provide consultant services of 1/5 professional time to local districts. | PH | | | | State | 2,000 | |
| 2. Continue instructional programs in LEA's through Florida Education Finance Program | H. | 5,780 | | 473 | State | 6,666,655 | |
| 3. Continue innovative project in Palm Beach County for Mobile Center for the Motor Impaired | Н | 60¢ | • | æ | Title III | 33,580 | |
| 4. Participate in manpower plan special project to identify manpower and training needs. | ЬН | • | • | | Title VI-D Special Proj | 2 | |
| 5. Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships. | | | · | • | Title VI-D ADM | 3,206 | • |
| OE FORLI 9616, 7/73 | | | | • | | | |

* Included previously -69-

| 1. 577 | STATEMENT OF PROBLEMS AND 03.ECTIVES (continued) | . MAJOR S | MAJOH STEPS OR ACTIVITIES FOR FY 75 | VITIES FOR F | , , | RELATED TO OBJECTIVE NO. | E NO. VI |
|--------|--|------------|-------------------------------------|-----------------|--------------|--------------------------|---------------|
| SPECIF | SPECIFY THE MAJOR STE'S OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | FL TO BE | ESTIMATED COST | ED COST |
| 8 | PHELEDING OBJECTIVEIS). SPECIFIC DATES FOR ACTIVITIES SHOULD COCATED WHERE KNOWN. | TYPE . (2) | . _{NUMBER} (3) | TRAINED (4) | EMPLOYED (5) | 50URCE [6] | AMOUNT (7) |
| О та | Continue state support of transportation to physically handicapped students including deaf and blind. | М | | | P | State | 200,000 |
| 7. | Conduct a planning meeting of leadership personnel in programs for physically handicapped to plan special study institute for FY 76. | H d | | 15 | | Title VI-D | 0006 |
| 60 | Provide adopted vocational education for secondary students. | H | | | | Voc. Ed. | 7,600 |
| | | | | | • | | |
| | | • | | | | • | |
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| OE FC | OE FORM 9016, 7/73 | | | | | | |

| F. Wildelier St. S. W. S. C. F. | • | Annie de part action de la companie | | | | • | |
|--|--|---|-------------------------|--|--|----------------|-----------------|
| STATEMENT OF PROBLEMS AND OBJECTIVES | - 1 | | • | • | | | |
| a. Major Problem | | å | OBJECTIVES FOR 19 | OR 19 74 - | 19_76_ | | |
| DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem Ho. VII. Visually Handicapped | DESCRIBE O FECTED TO FERR, SPECI | NE OH MOPE BE ACHIEVED FY THE NUM O THE CHILD I | ODJECTIVES FOURING EACH | ELATED TO THE OF THE YEAR OF T | DESCRIBE ONE ON MOPE OBJECTIVES RELATED TO THE PROSLEM WHICH ARE EX- JECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH VEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | | BE |
| A. Of the 90 visually handicapped students graduating from local and state school programs, the percentage making adequate vocational and social adjustment is not known. The academic and social progress of the other 825 school aged VH students is not known. | A. To devele visually curricul | | mplem pred rogra | went a system for students to have ms. To develop a | follow- data to student | | ST COPY AVAILAB |
| | | | | | · | | BLE |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR S | STEPS OR ACTI | OR ACTIVITIES FOR FY 74 | <u>у 74</u> – ве∟атер | TED TO OBJECTIVE NO. | VE NO. VII. | i |
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PEASONNEL | EL TO BE | ESTIMAT | ESTIMATED COST | 1 |
| OR PRECEDING OBJECTIVEISH SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1) | Tv?E (2) | NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT | |
| Objective VII-A . | • | | | | | | 1 |
| Conduct a follow-up study of visually handicapped students graduating, 1974, from local and state schools to determine needed modifications in vocational instruction, social skills and community living skills through State Follow-up and Placement Statutes. | H A | 06 | | | State | Staff time | Q |
| | | | • | | • | | |
| | ٠ | - | • | | | | |
| 0E FORM 9018, 7/73 | | | | | | | |

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|--|--|--|--|--|--|---|-------------|------|
| . STAT ENT OF PROBLEMS AND ODJECTIVES | | | | | | | | |
| e. Wajor problem | ••• | | o i | OBJECTIVES FO | FOR 1974 - | 19 76 | | |
| DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, ACCT, AND TYPE(S) OF MANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. POSESS NO. VII VISUALLY Handicapped | | SCRIBE ON CTED TO 3 AR, SPECH NEFIT AND | DESCRIBE ONE OF NORE CIDECTIVECTED TO BE ACHIEVED EURING YEAR, SPECIFY THE NUMBER, ACE DENEFIT AND THE CHILD PERFORM | E ON MORE GUIDECTIVES RELATED TO FACHIEVED DURING EACH OF THE Y Y THE NUMBER, AGES, AND TYPEIS) THE CHILD PERFORMANCE CHANGEL | ELATED TO TO TO THE YEAR OF THE YEAR OF ECHANGE, A | ictives related to the problem which are ex- bing each of the years indicated. For each acls, and type(s) of handicaped children to ormance change. Anticipated. | CH ARE EX- | |
| STATUS B. Instructional personnel with either pre-service or inservice training are not available in adequate supply to implement new programs or to supply existing programs. In 1973-7 μ , five districts would have begun programs for the visually handicapped had personnel been available. | or in- supply programs. grams | By 1 all | 1975-76, trai programs. | trained personnel | will | be available | to staff | |
| | | | | | | | | |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | | MAJOR STEPS | l g | ACTIVITIES FOR FY | - 17 | RELATED TO OBJECTIVE | 12 NO. 121 | 1 |
| SPECIFY THE MAJOR STOPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | E YEAR(S) MENT OF | CHILDREN TO PARTICIPATE | IEN TO | PERSONNEL TO | EL TO BE | CCTIMATED | ED COST | 1 |
| THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITI BE INDICATED WHERE KNOWN. (1) | LES SHOULD | TYPE (2) | NUMBER (3) | TRAINED | EMPLOYED (5) | SOURCE () | AMOUNT | ļ |
| jective | | | | | | | | i |
| 1. Train teachers and leadership personnel: | - | | | • | | | | |
| | | NA VH | | ଫ ୍ଟ | | Title VI-D | 4,500 | B |
| 10 Out of field | | | · | 10 | . , | State | 720 | ESI |
| 2. conduct special study institute on Use of Appropriate Size Print by Visually Impaired | Students | АН | | 20 | | Title VI-D | 3,200 | COI |
| 3. Participate in manpower plan special project | ئ . | , HA | | • | , | Title VI-D | | PY A |
| identify manpower and training needs. Make staff available to provide liais | • | | ·· | • | | Special Proj | 44 FAUIT | VAII |
| versity program, certification section, in-sactivities and scholarships. | | . на | | • | | Title VI-D | . 3,267 | ARI |
| 5. Assist districts design in service training on | | | | | , | | | ť |

0E FORM 9016, 7/73

Assist districts design in-service training components for teachers of the visually handicapped for district master plan for in-service.

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Staff time

State

D. Pingelens, Descrives 3, And Excell Activity 3.

STATEST OF PROBLEMS AND OBJECTIVES

A MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Visually Handicapped Problem Ho.

STATUS ن

1,150 VH school aged students, none of them would be able expansion of programs, 60 identified and 266 suspected to maintain their present rate of progress and without Without the continuation of the present programs for but not on waiting lists will not show progress.

preschool aged students would not be able to maintain their present rate of progress and without expansion of programs Without the continuation of the present programs, 30 VH 120 suspected but not on waiting lists will not show progress.

- 19 76 b. OBJECTIVES FOR 19 74 Describe one or more udiectives related to the problem which are ex-jected to be achieved during each of the years indicated. For each year, specify the number, aces, and typeis) of handicapped children to benefit and the child performance changes anticipated.

program to 1,280 (1972-73) VH school aged students and Maintain the availability of a prescribed educational expand the program to make available programs to an in FY 75 and 220 students in FY 74, 85 additional ပ

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By 1975-76, 75 VH preschool aged students will be enrolled in early childhood programs

STATEMENT OF PROBLEMS AND OBJECTIVES (continued)

- BELATED TO OBJECTIVE NO. C. MAJOP TEPS DA JOST WITHES FOR FY

| SPECIFY THE MAJCR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILO | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | EL TO BE | estimateo cost | £0 ≎03T |
|--|-------|----------------------------|-----------------|----------|----------------|---------|
| BE INDICATED WHERE KNOWN. | TYPE | NUMBER | TRAINED | EMPLOYED | SOURCE | TNUOMA |
| . <i>(n)</i> | (2) | (3) | (4) | (5) | (9) | Ø |
| Objective C | • | | | | ٠ | |
| 1. Continue instructional programs in LEA's through | NH. | 1,111 | | 87 | State | 954,536 |

Continue instructional programs in LEA's through Florida Education Finance Program

Continue state supported residential program for approximately 200 students. 5

1,100,000

useparents)

chers &

200

HΑ

State

State

Local

318,178

20,000

for the visually handicapped in day school programs planning and development of educational programs time to local districts for VH programs for the Provide consultant services of 4/5 professional also:

review Title VI-B projects and monitor as assigned

make three state accreditation visits

·make six exceptional child program visits review Title III projects as assigned G

review Title I projects as assigned

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* Based on per pupil cost of \$5,000

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| E NO. VII | o cost | AMOUNT (7) | | 100°0048 | BEST COPY AVAILABLE |
|---|--|--|--|---|---------------------|
| RELÀTED TO OBJECTIVE NO. | ESTIMATÉD | SOURCE (6) | • | 89-313 | |
| ' | il to 8E | EMPLOVED (5) | | 11* | |
| VITIES FOR FY | PERSONNEL | TRAINED (4) | | | _ |
| MAJOR STEPS OR ACTIVITIES FOR FY 74 | CHILDREN TO PARTICIPATE | . NUMBER <i>(3)</i> | : | | |
| C. MAJOR S | CHILD | TYPE (2) | • | | |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (comming) | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | THE PRECEDING OBJECTIVE(3). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN, (1) | f) review educational specifications for facilities as assigned g) review and make recommendations for 67 District Procedures documents h) DOE liaison for parent and professional organizations f) provide technical assistance for District Comprehensive Planning as assigned | Materials Center for the Visually Handicapped k) DOE-DESE liaison for Southeastern Regional Deaf/Blind Project. l) provide Liaison to state residential school 4. Continue classroom personnel, teacher aides, orientation and mobility instructor, and educational media services to enrich the instructional program at the state residential school. | |

D. I'M. LLKIS, OLICETIV: 3, ARD EKJOH ACHVIH.

STAT ::: ENT OF PROBLEMS AND OBJECTIVES

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e wajor problem

cescribe in child-centered terms a major problem toward which Federal or non-federal funds will be expended. Indicate the number, Ages, and type(s) of mandicapped children affected by the problem.

Visually Handicapped Problem No.

STATUS

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Of the 125 dentified visually handicapped students months for appropriate materials to be delivered to needing braille, large print and other specialized material, 25% of the students must wait two to six their school; resulting in a barrier to academic achievement.

- 19 76 b. OBJECTIVES FOR 1974

•

DESCRIBE ONE OR MORE DBJECTIVES RELATED TO THE PROBLEM WHICH ARE EX-JECTED TO BE ACHIEVED DURING EACH OF THE VEARS INDICATED. FOR SACH VEAR SPECIFY THE NUMBER, ACES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

Make available to 100% of the visually handicapped students appropriate materials within 19 days through the Florida Instructional Materials Center for the Visually Handicapped, ë

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AVAILABIE

COPY

1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued)

ì.

AROCKA E ESTINATED COST SOURCE 3 EMPLOYED 3 PERSONNEL TO BE TRAINED Ē NUMBER S CHILDREN TO TYPE B SPECIFY THE MAJCH STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S), SPECIFIC DATES "OR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. 3

Handicapped established by the 1972 Legislature Continue development and implementation of the Florida Instructional Center for the Visually

Continue purchase of braille and other instructional materials from American Printing House State Education Agency 8

textbooks for visually handicapped students.

- RELATED TO OBJECTIVE NO. VII c. MAJOR STEPS OR ACTIVITIES FOR FY. 74.

> Continue purchase of large print state adopted State Residential School щ.

25,000

State

300%

5454

13,060 40,785

> Federal Federal

120,000

State

(C)

1,480%

F

OE FORM 9916, 7/73

* Included previously

| E. Secondary visually handicapped students have very limited opportunities for experience and training. 1. STATEMENT OF PROBLENS AND OBJECTIVES forming. 1. STATEMENT OF PROBLENS AND OBJECTIVES forming. 2. MAJOR STEPS ON ANGEN TO BE TAKEN IN THE YEARS IN THE YEARS IN THE CHOLD PERFORMANCE CHANGES ANTICHATED CHILDRAN AFFECTED BY THE PROBLEM. Secondary visually handicapped students have very limited opportunities for experience in the work world on which to build a selection of an occupation for continued and advanced training. 1. STATEMENT OF PROBLENS AND OBJECTIVES forming. 2. SHADON TO FINE STATEMENT OF PROBLENS AND OBJECTIVES forming. 3. STATEMENT OF PROBLENS AND OBJECTIVES forming. 4. STATEMENT OF PROBLENS AND OBJECTIVES forming. 5. MAJOR STEPS ON ACTIVITIES TO BE TAKEN IN THE YEARS IN THE | b. OBJECTIVES FOR 19- KORE OBJECTIVES RELATE SEVED DURING EACH OF THILD PERFORMANCE CHAN HILD PERFORMANCE CHAN HILD PERFORMANCE CHAN SCHOOL R ACTIVITIES FOR FY ZE. | THED TO THE THE YEAR HANGES AN HANGES AN Arience arience arience | TO THE PROBLEM WHICH IN TO THE PROBLEM WHICH IN VERS INDICAPED CHILDES ANTICIPATED. The visually handicance prior to gradua? The visually handicance prior to gradua? | TWHICH ARE EX- ED. FOR EACH ED FOR EACH ED CHILDREN TO handicapped graduation . ECTIVE NO. VII. |
|---|--|--|---|---|
| IE IN CHILD CENTERED TERNS A MAJOR PROBLEM TGWARD WHICH LOA NOW-FEDCRAL FUNDS WILL EE EXPENDED. INDICATE THE NUMBER, LO TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. WISUALLY VISUALLY VISUALLY Handicapped Condary visually handicapped students have very limited portunities for experiences in the work world on which build a selection of an occupation for continued and vanced training. 1. STATEMENT OF PROBLEMS AND OBJECTIVES (cominued) SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHERE KNOWN. | ARE OUNECTIVES RELLING BUNDER, ACLES, AND ILD PERFORMANCE CINC PERFORMANCE | ATED TO THE THE YEAR TYPE(S) OF HANGES AN OF the Prience orience | HE PROSLEM WHICH SINDICATED, FOR HANDICAPED CHITICIPATED. VISUALLY HANDI PRIOR TO GRADU PRIOR TO GRADU FED TO OBJECTIVE ESTIMATE | icapped uation wat ion vil |
| condary visually handicapped students hav. very limited students have very limited students have build a selection of an occupation for continued and from high stranged training. 1. STATEMENT OF PROBLEAUS AND OBJECTIVES (continued) 2. MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARS) 1. STATEMENT OF PROBLEAUS AND OBJECTIVES FOR ACTIVITIES SHOULD 2. MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARS) 3. CHILDREN TO PARTICIPATE NUMBER ENDOWN. 4. MAJOR STEPS OR ENTIRE TO BE TAKEN IN THE YEARS SHOULD 5. MAJOR STEPS OR THE BUDGATED WHERE KNOWN. | some some | f the lence | 11y to to 12g | capi rio. |
| minucul) C. MAJOR STEPS OR TAKEN IN THE YEARIS) ACCOMPLISHMENT OF PARTICIPATE FOR ACTIVITIES SHOULD T. PE NUMBI | ACTIVITIES FOR FYZ | 1 1 1 | i ~ i | . 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. |
| TAKEN IN THE YEARS) ACCOMPLISHMENT OF PARTICIPATE FOR ACTIVITIES SHOULD T'PE NUMB | ACTIVITIES FOR FYZ | | 1 - 1 | 6 8 |
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| FOR ACTIVITIES SHOULD TYPE | B 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 | TO BE | , , , , , , , , , , , , , , , , , , , | |
| (1) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT |
| <u> </u> | | | P.Ľ. 90-576 Voc. Rehab. | 8,000 25,000** |
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BEST COPY AVAILABLE Search for fund source to establish a residential facility とないのがな 37,000 10,000 59,000 166,915 DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE VEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, ACLS, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. Provide appropriate educational and training experiences E for 15 children at the Florida School for the Deaf and ESTIMATED COST search to identify all deaf/blind children in Florida - BELATED TO OBJECTIVE NO. to all deaf/blind students identified and actively Blind which will adequately serve educable gensory Title VI-C Title VI-C SOURCE State State X impaired, multiply handicapped children. **- 1976** EMPLOYED 3 PERSONNEL TO BE OBJECTIVES FOR 1974 20 MAJOR STEPS OR ACTIVITIES FOR FY. TRAINED 3 NUMBER T CHILDREN TO 12 PARTICIPATE ø **5**3 3 TYPE 8 3/8 D/B D/B D/B ë. Ä Indicated which will lead to the eventual accompushment of the preceding objective(s), specific dates for activities should be indicated where known. students in their communities under the guidance of Specify the majcr steps or activities to be taken in the vear(s) and improve their academic, social and vocational skills, DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NOW-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. state facilities Provide teacher for deaf/blind children at Sunland of special Continue custodial care for deaf/blind children at of programs and services must be available to maintain of the 92 deaf/blind students identified, a wide range the Sumland Training Centers (\$5,870 per child). Provide tutor companions to assist deaf/blind travel 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) teachers trained in an appropriate area Continue provision of tuition and for six children to attend out of Deaf/Blind Children e. MAJOR PROBLEM 3 STAT ::: ENT OF PROBLEMS AND OBJECTIVES Training Center education. Problem na. VIII ; щ. ö STATUS

| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR S | TEPS OR ACT | c. MAJOR STEPS OR ACTIVITIES FOR FY | - 47 | RELATED TO OBJECTIVE NO. | E NO. VIII |
|---|------------|----------------------------|-------------------------------------|-----------------|--------------------------|----------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | il TO BE | ESTIMATED COST | ED COST |
| HE PRECEDITY OBJECTIVELS. SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN, (1) | , TYPE (2) | NUMBER | TRAINED (4) | EMPLOYEC (5) | SOURCE (6) | AA:OUNT |
| Objective A (continued) | | | | | | |
| 5. Continue local school system support of the education of deaf/blind children in the community (\$2,320 FTE). | D/B | 31 | | | Local | 71,920 |
| 6. Continue private school or agency support of the education of deaf/blind children (\$1,200 per child). | D/B | a | | | Local | 008°4 |
| 7. Schedule trips to strategic areas of the State to search for and verify reports of deaf/blind children whose parents and community may not be aware of the services available to them. | D/8 | | | | Title VI-C | 6,163 2,593 |
| 8. Continue evaluation procedures to monitor programs and student progress in meeting the goals and objectives for the education of deaf/blind students. | s D/B | | | | Title VI-C | 6,163 2,593 |
| Maintain and periodically publish a complete and accurate roster of deaf/blind children within the State. | D/B | | | 8 | Title VI-C State | 6,163 2,593 |

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| SLEM WMICH ARE EX- CATED. FOR CACH LAPED CHILDREN TO al social or lintain and blind students. LITHMATED COST LITHMATED COST LAROUNT OBJECTIVE NO. VIII E VI-C 6,163 e VI-C 6,163 e VI-C 6,163 | Sol Sol | k selling k sell | PERSONNEL TO BE TRAINED EMPLOY (4) (5) | CHILDREN TO PERSONNEL TYPE NUMBER TRAINED EM | CHILD PARTY TYPE (2) | JE PROBLEATS AND OBJECTIVES (continued) JCR STEPS OR ACTIVITIES TO BE TAKEN IN H WILL LEAD TO THE EVENTUAL ACCOMPL OBJECTIVE(S), SPECIFIC DATES FOR ACTI HERE KNOWN, (1) to provide in-service seminars is blind children. |
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| / | State | | | | • | |
| 6,163 | Title VI-C | | | | | Continue to encourage personnel at the Su Training Centers, through courseling and |
| 2,593 | State | | ဝင် | | a /a | |
| 6,163 | Title VI-C | | | | ٠ م/ د | Continue to provide in-service seminars of deaf/blind children. |
| W | (6) | (5) | (%) | (2) | 12) | in . |
| AROUNT | SOURCE | EMPLOYED | TRAINED | NUMBER | TYPE | BE INDICATED WHERE KNOWN, |
| reo cost | CSTIMAT | EL TO BE | PERSONNE | REN TO CIPATE | CHILD | INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES ENDIT |
| | | | | | | |
| VE NO. VIII | TED TO OBJECTIV | 1 | VITIES FOR FY | TEPS ON ACTIV | C. MAJOR S | 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) |
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| YBTE | •• | | | | | |
| r nts. | ional soc students maintain af/blind | In the 32 deaf counsel work w |) | | | |
| EST | | | | pers e lif eive rove | B. All home reco | — |
| HOH ARE EXPECTED FOR CACH | HE PROSLEM WHITE HANDICAPED CIVICIPATED. | | 0 | . personnel he life of I heive in-ser rove their | | onal supportive personnel with either vice training are not available in ade implement new programs or to supply e |
| | | IELATED TO T TO THE YEA ID TYPE(S) OF E CHANGES AN | CUNTECTIVES RECURING EACH PERFORMANCE INVOLVED TOTICE AND SERVICE | DE ACHEVEO BE ACHEVEO BE THE CHLOP THE CHLOP THE CHLOP THE CHLOP THE OF I | DESCRIBE OF VERR, SPECOSEN, SPECOSEN | ic in Chilocentered Terms A Major Phoblem Toward in Or Los Now Federal Funds will be Expended. Indicate in the Indicate of Supportive personnel with either in-service training are not available in adepply to implement new programs or to supply engrams. |
| | 1976 | DR 1974 IELATED TO T 1 OF THE YEA 10 TYPE(S) OF E CHANGES AN | OBJECTIVES FOR CURING EACH OF CHRIST AND PERFORMANCE CITY INVOLVED IN Florida's 92 Invice and cours skills to wo | b. Con wone of the Children of the Children of the Children of the life of the children of the | DESCRIBE OF VERRE, SPEC BENLFIT AND B. All | * MAYOR PROBLEM * MAJOR PROBLEM **LE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD **LOR NON-FEDERAL FUNDS WILL EE EXPENDED. INDICATE **SO TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY TH. **LOR NON-FEDERAL FUNDS WILL EE EXPENDED. **LOR NON-FEDERAL FUNDS WILL EE EXPENDED. **LOR NON-FEDERAL FUNDS WILL EE EXPENDED BY THE STRUCTION AFFECTED BY THE STRUCTION AFFECTED BY THE SERVICE Training are not available in adepply to implement new programs or to supply e ograms. **THE SERVICE TRAINING ARE NOT AVAILABLE IN AFFECTED BY THE SERVICE TRAINING ARE NOT AVAILABLE IN AFFECTED BY THE SERVICE TRAINING ARE NOT AVAILABLE IN AFFECTED BY THE SERVICE TRAINING ARE NOT AVAILABLE IN AFFECTED BY THE SERVICE TRAINING ARE NOT AVAILABLE IN AFFECTED BY THE SERVICE TRAINING ARE NOT AVAILABLE IN AFFECTED BY THE SERVICE TRAINING ARE NOT AVAILABLE IN AFFECTED BY THE SERVICE TRAINING ARE NOT AVAILABLE IN AFFECTED BY THE SERVICE TRAINING AND AVAILABLE AND AVAI |

###Reported in Problem Area XIII

OE FORM 9016, 7/73

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Title VI-D

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D/B

Provide 2 federal summer traineeships for teachers

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w.

Participate in manpower plan special project to identify manpower and training needs.

D/B

Special Pro Title VI-D

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|--------------------------------------|----------------------|--|--|---|---|---|--------------------------------|--|---|---|---------|--|
| | | CH ARE EX- OR EACH NLDREN TO | self-care cation | • | E NO. VIII | ED COST | TNOCMA (7) | 6,163 2,593 | 6 1 6 2 5 6 3 5 6 3 5 6 3 5 6 3 5 6 3 5 6 5 6 5 | 6,163 | | |
| | 19 76 | DESCRIBE ONE OR MORE OUVECTIVES RELATED TO THE PROBLEM WHICH ARE EX- FECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH VEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANDICAPPED CHILDREN TO DENGFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | experiences in self-c ion and communication ind children. | • | TED TO OBJECTIVE | ESTIMATED | SOURCE (6) | Title VI-C State | Title VI-C. State | Title VI-C State | • | |
| | ١, | ELATED TO THE OF ALL OF THE VEALS OF THANGES AND CHANGES AND THANGES AND THANG | <pre>counseling exper coordination cof deaf/blind</pre> | | 74 - BELATED | 1. TO BE | EMPLOYED (5) | | | | • | |
| | OBJECTIVES FOR 19 74 | DUECTIVES RI DUAING EACH LR, ACES, AN | and go motor rents o | | ACTIVITIES FOR PY | PEASONNEL | TRAINED (4) | . 95 | | . 4Z | | |
| TACENTOES. | 0 | NE OR MORE OF A CHIEVED OF THE NUMBER OF THE CHILD P | traini adapti to all | | O H | CHILDREN TO PARTICIPATE | NUMBER (3) | | | | | |
| A ARD FORTH ACTIVITIES | | DESCRIGE OF VESTED TO SERVED TO SERV | C. Provide skills, skills | | c. MAJOR STEPS | CHILOR | 779E (2) | . B/g | D/B | D/B | • | |
| STATEMENT OF PROULEMS AND OBJECTIVES | . MAJOR PROBLEM | DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL EE EXPENDED. INDICATE THE NUMBER, ACES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. PROBLEM No. VIII Deaf/Blind Chiluren | PROCESS C. Parents of deaf/blind children find themselves without the skills and knowledges to adequately train or maintain their child in the home and develop feelings of frustration and anxiety which further hinders the development of the child. | | 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL PCOMPLISHMENT OF | BE INDICATED WHERE KNOWN. (1) | Provide parents with materials outlining various services and programs available within and outside the State. | 2. Continue the "open door" policies and the accessibility of the coordinator to parents in need of assistance. | 3. Continue to provide parent-child workshops for deaf/blind children and their parents. | | |

COPY DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EX-JECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED, FOR EACH YEAR, SPECIFY THE NUMBER, ACES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. - 19 77 b. OBJECTIVES FOR 1975 D. PROBLEMS, OCHETICE J. AND BARRIE ACTIVISION DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. e. Kajor problem STATEST OF PROBLEMS AND OBJECTIVES Deaf Protism iin.

THE PERSON OF TH

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Ä In 20 school districts (144% teachers) having programs for deaf students, there are six districts that have full time supervising teachers of the deaf; one district has a half time supervisor; and six districts have helping teachers who do not have released time for supervising activities. The result is a variety of educational programs. PROCESS

By 1975-76, reduce the number of approved district programs Each approved program will provide a full time supervising teacher. a maximum of 15. 40

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という とり とり E - RELATED TO OBJECTIVE NO. IX ESTIMATED COST SOURCE 3 EMPLOYED PERSONNEL TO DE 3 c. MAJOR STEPS OR ACTIVITIES FOR FY 75 TRAINED E NUMBER C CHILDREN TO TYPE 2 INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN, specify the major steps or activities to be taken in the yearis) STATEMENT OF PROBLEMS AND OBJECTIVES (continued) 3

ė A teachers This resuper-Provide in-service training for supervising a full-time visory teacher in every approved program. quires 9 additional supervisors. Encourage the establishment of 2

Six 2 day workshops for a maximum of 15 superspeech, auditory training language, curriculum visors during August, September, November, January, March, April to include assessment teachers in local districts.

and parent education.

who, in turn, would provide inservice to 165

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Title VI-B.

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Local

144,000

State

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of the curriculum AMOUNT 200 500 DESCRIBE ONE OR MORE ODJECTIVES RELATED TO THE PROSLEM WHICH ARE EX-JECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. of children and will provide for continuity of curriculum ESTIMATED COST level - RELATED TO OBJECTIVE NO. every, By 1975-76, provide the district program with a curriculum outline which will meet the needs of SOURCE instruction at the Florida School for the Deaf. 3 FLRS FLRS career education in for the d-af. modification 77 - 19 EMPLOYED PERSONNEL TO DE 3 b. OBJECTIVES FOR 1975 C. MAJOR STEPS OR ACTIVITIES FOR FY 75 provide ongoing revision and the state residential school in all educational settings TRAINED To include the concept of 3 500 D. Contacting, describer 3, Albe Braton Activities . NUMBER E CHILDREN TO PARTICIPATE TYPE 2 5 H in the language Ä, A deaf; and, to include the concept of career education SPECIFY THE MAJCR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WRERE KNOWN. to teaching While 80% of the districts offering day class programs do DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL EE EXPENDED, INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFICTED BY THE PROBLEM. deaf and 5 head dormitory supervisors to modify follow a curriculum for the deaf, not all are compatible Career education has not been included in the curriculum To assure the availability of a curriculum outline to assure ongoing revision and modification of the curriculum of the state residential school for the packet for regular teachers and administrators n whose classes and schools deaf children are each other. Therefore, mainstreaming and transfer from program to program may have a deleterious effect on the for deaf education to each local school district; Fund a workshop six weeks for teachers of the with the regular school curriculum nor consistent with in the curriculums, the following activities are compile and disseminate a state curriculum develop an in-service training/information The linguistic, conceptual and spiral approach language to the deaf has not been incorporated curriculum at the Florida School for the Deaf 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) e. MAJOR PROBLEN :ENT OF PROBLEMS AND OBJECTIVES 3 for the deaf in Florida. Deaf outline proposed: . fused 7 a student. G Protiem No. . STAT STATUS

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| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | C. MAJOR STEPS OR | TEPS OR ACT | ACTIVITIES FOR FY 25 | 1 . | RELATED TO OBJECTIVE NO. | /E NO. IX |
|--|-------------------|----------------------------|----------------------|-----------------|--------------------------|----------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVERS, SPECIFIC DATES FOR ACTIVITIES SHOW | CHILD | CHILDREN TO PARTICIPATE | PERSONN | PERSONNEL TO BE | ESTIMAT | ESTIMATED COST |
| BE INDICATED WHERE KNOWN. (1) | TYPE (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| the existing curriculum of the Florida School for the Deaf to meet the needs of the underachievers, | | · | | | | 3EST |
| | A | | • | 21 | 89-313 | 30,769 |
| district supervising teachers to attend the | | | • | · | | PY A |
| the Deaf. | А | | • | - | | VAIL! |
| | | | | | | |
| career education workshop (Career Davelopment for the Deaf) conducted at the University of Rochester | | | | | | |
| Rochester, New York. | A | | ဇာ | P | Title I | 2,383 |
| e) Fund a field trip to the Rhode Island School for the Deaf, Learning Center for Deaf Children. | • | | | • | 89-313 | |
| American School for the Deaf, Crotchet Mountain School for the Deaf and the Education Development | | | • | • | | |
| of the Florida residential school for 13 teachers of the Florida residential school for the deaf to observe and learn the application of innovative | | | | | | |
| s at | • | | • | | | |
| | Ω | | . 61 | | Title I | 000 |
| | | | | | CTC | 6,843 |
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D. J. M. L. L. L. S. OCHECTIC: J. A. L. BANDIL ACTALISTS

STAT ::: ENT OF PROBLEMS AND OBJECTIVES

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. MAJOR PROBLEM

b. OBJECTIVES FOR 1974 - 19.75

DESCRIBE ONE OR MORE ODJECTIVES RELATED TO THE PROSLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH VEAR, SPECIFY THE NUMBER, ACES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILOREN AFFECTED OY THE PROBLEM.

Protism !!o. IX Deaf

STATUS

There is not available to 40% of the deaf children in Florida, indepth diagnostic, educational assessment, and case staffing resulting in inappropriate placements.

c. By 1975-76, at least 90% of the deaf students in nonresidential programs will have indepth diagnostic and educational evaluations and staffing resulting in appropriate programming. All potential enrollees will have all in-depth diagnostic and educational evaluations and staffings prior to placement in special programs for hearing impaired children.

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1. STATEMENT OF PROBLEMS AND OBJECTIVES fcontinued

. a. MAJOR STEPS OR ACTIVITIES FOR FYZY. - BELATED TO OBJECTIVE NO. I

| | ESTIMATED COST | AMOUNT | (7) | |
|-----------|--|--|-----|---|
| | ESTIWATI | SOURCE | (9) | • |
| | FASOWNEL TO BE | EMPLOYED | (5) | |
| | PERSONN | TRAINED | (4) | |
| | CHILDREN TO PARTICIPATE | NUMBER | (3) | |
| - Company | CHILD | TYPE | 2 | |
| | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. | | |

c. To assure the availability of diagnostic, educational evaluative and staffing services to local district programs for hearing impaired children that will be commensurate with the services of the child study renter at the Florida School for the Deaf, the following activities are proposed:

1. Fund the establishment of regional special service centers that will provide adequate diagnostic, educational evaluation, and staffing services, by qualified personnel, to include services to hearing impaired children?

2. Explore feasibility of the establishment of a

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Staff time

Title VI-B

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ADM

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State

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State Diagnostic-Educational Evaluation Team

that will meet in a different region of the
State for one week of each month to provide
service to local districts within each region
Referrals for service are to be processed

of DOE OE FORM 9016, 7/75 hrough local district superintendents to be BEES

*Included under Problem Area XIII

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STATEMENT OF PROULEMS AND OBJECTIVES

BEST COPY AVAILABLE Staff time **FROOMA** 500 3,500 DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROSLEM WHICH ARE EXPECTED TO SC ACHIEVED BURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. E X ESTIMATED COST implications, Information/education will be conducted - RELATED TO OBJECTIVE NO. regarding the nature of deafness and its educational at least 75% of the parents of hearing impaired children will have information/education Title VI-B SOURCE FLRS 89-313 9 Title 75 15 by qualified, appropriate personnel. EMPLOYED 7 PERSONNEL TO BE 3 OBJECTIVES FOR 19 MAJOR STEPS OR ACTIVITIES FOR FY 74 TRAINED 500 . 600 1 40 3 NUMBER By 1975-76, 3 CHILOREN TO PARTICIPATE TYPE 2 a A j ë. BEES of DOE and distributed through local distric SPECIFY THE MAJCR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. The achievement and adjustment of deaf children is impeded To assure the availability of parent education/infor Parent information/education packets supplied by A series of regional parent meetings, conducted mation to parents of all hearing impaired children, DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROELEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL EE EXPENDED, INDICATE THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN AFFICTED BY THE PROBLEM. residential and potential residential students, the resiby a lack of parent information/education from the time the child is suspected of being hearing impaired until supervising teacher, in conjunction with the by the Consultant and the district program dential school, primarily for parents Parents study institute conducted at STATEMENT OF PROBLEMS AND OBJECTIVES (continued) the following activities are proposed: he completes his educational program. local parent organizations. . MAJOR PROBLEM Ξ ECE personnel. Protiem No. PRODUCT . D

| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR S | TEPS OR ACT | MAJOR STEPS OR ACTIVITIES FOR FY. | 7 7 | RELATED TO OBJECTIVE NO. | E NO. IX |
|---|----------------|----------------------------|-----------------------------------|-----------------|--------------------------|---------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD PARTI | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | EL TO BE | ESTIMATED COST | ED COST |
| INE PRECEDING OBJECTIVEIS), SPECIFIC DATES FOH ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. [1] | TYPE (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | TNUOMA [7] |
| 4. Purchase for dissemination to parents of residential pupils, selected books, journals and reprints on a library losm basis | Q | | | | Title I 89-313 | 700 |
| urchase for disseminati istrict program pupils nd reprints on a librar | Q | | | | Title VI-B ADM | 700 |
| 5. Continue cooperative work with the University of Miami teacher preparation program in deafeducation in area of parent education and parent counseling to explore in-service education. | <u>a</u> | | | | Title VI-B ADM | Staff time |
| 6. Fund multi-county instructional counseling program for hearing impaired children, ages 0 to 5 and their parents through Orange County. | e , | | • | • | Title VI-B | 25,000 |
| | | | | | • | |
| | | _ | | | | BEST C |
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| OE FORM 9016, 1/73 | | | | | | |

4. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEY TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED, INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE FROBLEM, Deaf

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without expansion 16 identified and 350 suspected but Without the continuation of the present programs for 950 school aged deaf children, none of them would be able to maintain their current rate of progress and not on waiting lists for public school classes will not show progress in a public school program.

Without the continuation of the present programs for 296 pre-school deaf children and expansion for 150 suspected deaf children, they will not maintain or show progress.

the needs of projected increased enrollment will not Without continuation of the present program for 650 would be able to maintain current rate of progress; school aged residential school deaf students, none and, without expansion of program and facilities,

- 19 75 b. OB.ECTIVES FOR 19 74

DESCAINT ONE OR WORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH VEAR, SHORTY THE NUMBER, AGES, AND TYPEIS OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

quality educational programs will be provided for To maintain and expand present programs so that all deaf children in Florida.

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| 1. STAT | STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR S | MAJOR STEPS OR ACTIVITIES FOR FY 74. | VITIES FOR F | 1 | RELATED TO OBJECTIVE NO. TX | 78 NO. 1X | |
|------------------------|--|------------|--------------------------------------|-----------------|--------------|-----------------------------|------------------------|--|
| SPECIFY | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | EL TO BE | ESTIMAT | ESTIMATED COST | |
| THE PR | THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KHOWN. | TYPE (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (5) | \$0URCE (6) | AMOUNT (7) | |
| E. To a for acti | To assure availability of educational programs for all hearing impaired children, the following activities are proposed: | | | , | | ٠ | | |
| i | Recommend an increase of teaching staff for deaf children in non-residential to meet program needs. | Q | 1,415 | • • | 180 | State Local | 3,335,212 1,111,737 | |
| ä | - | Q | | • | Ŋ | State | 45,000 | |
| ღ . | Establish additional non-instruct sitions at the residential school deaf. | 9 | | | 12 | State Title I | 53,500 18,563 | |
| . | Continue the program at the state residential school for the deaf to meet projected enrollment needs for 1974-75. | Q | 730 | | 199 | State | 4,015,900* | |
| | | Э. | | | | . 90-576 | 10,500 | |
| ů. | A new dormitory complex the Deaf-residential sch | A | | • | • | State | 1,832,203 | |
| 7. | Rennovation and air conditioning of Wall Annex building at the state resistance for the deaf | Q | | | | State | 152,800 | |
| æ | | Ą | | | | State | 275,000 | |
| 9. | - | A | | • | | Title I | 29,348 | |
| <u></u> | state residential school for the deaf. Provide consultant services of one profe | A | |) | | Title I | 1,500 | |
| | staff to local school districts to assist in the development, initiation and improvement of programs for hearing impaired: deaf students | A | | | | Title VI-B | 25,000 | |
| | Ø | | · | | | | VAILAB | |
| | b) make three state accreditation visits | | | | | • | | |
| 0£ F0R | OE FORM 8018, 1/73 | | | | | | | |

| ÷ | STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR S | MAJOR STEPS OR ACTIVITIES FOR FY 74 | VITIES FOR F | , | RELATED TO OBJECTIVE NO. | E NO. IX |
|----------|---|------------|---|-----------------|--------------|--------------------------|---------------|
| SPE | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | EL TU BE | ESTIMATED COST | ED COST |
| | THE PRECEDING OBJECTIVESS, SPECIFIC DATES FOR ACTIVITIES SHOULD (1) | TVPE (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| | • | | | | | | - |
| | | | | | | | Bſ |
| | review Ti | | | • | | | ST |
| | review Title I projects as assigne | | | | | • | C |
| | f) review educational specifications for | • | | • | | | 0P\ |
| | (g) review and make recommendations on 67 | | , , , , , , , , , , , , , , , , , , , | | | | A |
| | Dist | | | • | | | VAI |
| | h) DOE liaison for parent and professional | | | | | | LAT |
| a | organizations | | | | | • | 3LF |
| | • | | | | | | |
| | j). compile annual report of program and main- | | | | • | | |
| | tain program statistic | • | | • | | | |
| • | k) provide liaison'with state residential school | • | | | | • | |
| 12. | Continue one multi-district program for deaf children in Alachua County. | А | 304 | • | . m | Title VI-B | 14,293 |
| - | | | | | • | | |
| 2 | development, language consultant, media specialist, arts and crafts instructor, television technician and support services to enrich the instructional program of the state | a | 730* | | - 51 | 89-313 | 170,845 |
| • | Toous Terranges. | | | | | | |
| : | Fund project for mainstreaming the hearing impaired child (K-6) in Escambia County. | Q | 508 | | н | Title VI-B | 19,662.93 |
| | • | | | • | | | |
| | | | | | | | |
| | • | | | • | | | |
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| | | CH ARE I FOR CACH HILDACN | | • | VE NO. IX | TED COST | AMOUNT | | Staff | 1,250 | 005.4 | 1,500 |
| | e1 <u>76</u> | DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROPESY WHICH ARE EXPECTED TO SE ACHIEVED CURING EACH OF THE YEARS INDICATED. FOR EACH VEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO DENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | Competencie | | TED TO OBJECTIVE | ESTIMATED | \$ 00RCE (8) | | FLRS | Title VI-D | Title VI-D | State State |
| • | FOR 19 74 - | ELATED TO TO TO THE YEAR TO THE YEAR THE YEAR THE YEAR TO THE YEAR TO THE YEAR TO THE YEAR TH | ety of teache | | FY75 - BELATED | EL TO BE | EMPLOYED (5) | | | | • | |
| | OBJECTIVES FO | OSJECTIVES R CURING EACH SER, AGES, AN | up-gra | | ACTIVITIES FOR FY | PEASONNEL | TRAINED (4) | | | 165 | # | 2 75 |
| AND MAJOR ACTIVITIES | 9 | NC OR MORE SE ACHIEVED FY THE NUMB D THE CHILD R | By 1975-76, promaintaining and | | STEPS OR ACTI | CHILOREN TO PARTICIPATE | NUMBER (3) | | | • | • | |
| S, AND IMAJO | | DESCRIBE OF SECTION OF SPECTION OF SPEC | F. By 1 | | C. MAJOR S | CHILD | TYPE (2) | | 9 | А | A | Q. |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES | . e. h:AJOR PROBLENI | DESCRIBE IN CHILD CENTERED TLANS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUXBER, AGES, AND TYPE(S) OF MANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Poblem No. IX Deaf | F. Only 91% of the teachers at the state residential school and 80% of non residential school teachers are certified in field (CED and/or Florida Hearing Disabilities). Since all certified teachers have not had recent course work and there is a significant percentage of uncertified teachers in our classrooms, less than adequate educational opportunities are being offered to deaf students in Florida. | | 1. STATEMENT OF PROBLESS AND OBJECTIVES (CONTINUAL) | SPECIFY THE WAJCR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | BE INDICATED WHERE KNOWN. (1) | In order to provide a variety of opportunities to upgrade teacher competencies, the following activities are proposed: | 1. Continue the six year plan to establish inservice training for all teachers of the deaf. | Provide five regional one-day workshops to up-grade skills of developing communication skills in the deaf. | 3. Award four federal summer traineeships to train teachers and supervisors for deaf programs. | 4. Award 2 state summer fellowships75 Out-of-field tuition reimbursement grants. |

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|---|--|---|--------------|--|--|-----|---|---|--|---|---|-----|
| E NO. IX | ED COST | AMOUNT (7) | | 48 | 3,207 | | | | | | | |
| RELATED TO OBJECTIVE NO. IX | ESTIMATED COST | SOURCE [6] | | Title VI-D Special Pro | Title VI-D ADM | • | | | | | | |
| | EL TO BE | EMPLOYED (5) | | | | | • | | | , | | |
| MAJOR STEPS OR ACTIVITIES FOR FY 75 | Personnel to be | TRAINED (4) | | | | | | • | | | | |
| TEPS OR ACTI | CHILDREN TO PARTICIPATE | · NUMBER | | | | | • | | | | , | |
| c. MAJOR S | CHILD | TYPE . (2) | | A | | | | | | | | |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | SPECIFY THE MAJOR STEPS OF ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1) | F. Continued | 5. Participate in manpower plan special project to identify manpower and training needs. | Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships. | • | • | | | | | ••• |

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| i. Statiment of proulems and objectives | | | | | | | | |
|--|------------------------------|---|--------------------------|--|--|---|---------------------------------|----------|
| . WAJOR PROBLEM | • . • | | Å | OBJECTIVES FOR | OR 19 75 - | 9 <u>7</u> 61 | | • |
| CESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FLOCRAL FUNDS WILL EE EXPENDED, INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. PROFILM HO. X Hearing Impaired: Hard of Hearing | | DESCRIBE ON PECTED TO B YEAR, SPECIF BENEFIT AND | C ACHIEVED Y THE NUXU | cribe one or more outectives related to ted to be achieved during each of the y r, specify the number, accs, and type(s) (efit and the child performance changes | ELATED TO 1 1 OF THE YEA 10 TYPE(S) OF E CHANGES AL | ro the problem which years indicated. For y of handicapped chil s anticipated. | FOR EACH CHILDREN TO | |
| A. In 1971-72, of the 21,016 hard of hearing students (based on 1.5% prevalence), 92% did not receive appropspecialized education programs so that as adults they be deficient in academic, social and vocational skills | appropriate they may skills. | . By 1975. hearing appropri | .76, impa iate | all Will ional | students with be identified programming. | mild to I and rec | moderate eiving | |
| | . • | | | • | | • | • | |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | | MAJOR | STEPS OR ACTI | ACTIVITIES FOR F | FY_75 - BELATED | NTED TO OBJECTIVE | B NO. X | 1 |
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | EAR(S) NT OF | CHILOREN TO PARTICIPATE | EN TO | PEASONNEL | EL TO BE | CSTIMATED | ED COST | 1 |
| THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES BE INDICATED WHERE KNOWN. (1) | вноиго | TVPE (2) | NUMBER (3) | TRAINED [4] | EMPLOYED (5) | 300ACE (6) | AROUNT (7) | 1 1 |
| 1. Continue encouraging of 40 new clinicians in LEA's | A's. | of H | 2,240 | • | 0 7 | Loca1 | 130,000 | 1 |
| 2. Continue encouraging of the employment of audio in the 20 school districts. | audiologists H | of H | | | 50 | State State Local | 520, 200 208, 000 52, 000 | . 8 |
| 3. Participate in manpower plan special project to identify manpower and training needs. | · m | of H | , | | | Title VI-D Special Proj | .42 | est co |
| 4. Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships. | ri- wice | H . | .* | , • , | | Title VI-D ADM | 3,986 | PY AVAIL |
| | | | | | , | | | ABLE |
| | | , | | | : | | | |
| | - | | | | | | | |

BEST COPY AVAILABLE j AMOUNT DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EX-JECTED TO BE ACHIEVED DURING BACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE RUNBER, ACES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. ESTIMATED COST 100. By 1975-76, 60% of the hearing impaired students will - BELATED TO OBJECTIVE NO. SOURCE have an individual educational prescription. 3 FLRS - 19 ZE EMPLOYED 3 h. OBJECTIVES FOR 19_75 PERSONNEL TO BE e MAJOR STEPS OR ACTIVITIES FOR FY 75 TRAINED E . A. L. L. L. D. C. C. L. J. C. o. D. Challed Section 18 ... NUMBER CHILDREN TO PARTICIPATE X 1786 2 of ъ. SPECIFY THE MAJCR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. CESCRING IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, ACES, AND TYPEIS) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. 68% of hearing impaired students in a special education program do not have an individual educational prescription resulting in local academic achievement and frustrations of students, parents, teachers and adminis-Hard of Hearing Distribute guidelines to district personnel STATEMENT OF PROBLEMS AND OBJECTIVES (continued) Hearing Impaired: e. Major Problem Ξ SOUTH THE SHOULENS AND OBJECTIVES trators. Problem No. PRODUCT

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| D. i minettas, Ocitatas, poins fictios activists. | | b. OBJECTIVES FOR 19 75 - 19 76 | DESCRIBE ONG OR MORE ODJECTIVES RELATED TO THE PROGLEM WHICH ARE EX- JECTED TO DE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR CACH VEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | A. By 1974-75, appropriate language, speech, and hearing inservice training will be available to each LEA. | B. By 1974-75, each speech pathologist and audiologist with the schools will participate in no less than I full day of appropriate inservice education. | C. By 1974-75, guidelines for implementing appropriate internship experiences during pre-service be developed. | |
|--|---|---------------------------------|---|--|---|--|--|
| Claritation, total contraction of the contraction o | 1. STATIMENT OF PROBLEMS AND OBJECTIVES | . MAJOR PROBLEM: | CESCRILE IN CHILDCENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FLOCRAL FUNDS WILL BE EXPENDED, INDICATE THE NUMBER AGES, AND TYPEIS) OF MANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. PROFIRM 110. XI Speech and Language Impaired | PROCESS A. A 1972 survey of speech and language clinicians showed that clinicians themselves see as a major problem the maintaining and upgrading of their themselves stills in | dealing with cases of fluency, language, voice and articulation disorders. | | |

| | 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR S | TEPS OR ACTIV | VITIES FOR F | 75 - BELA | e, major steps or activities for fy <u>75.</u> – related to objective no <u>vi</u> | E NO 23 | 1 |
|--------------|---|---------------|----------------------------|-----------------|--------------|--|---------------|------------|
| ECIFY FOR | SPECIFY THE MAJCH STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) | CHILO | CHILOREN TO PARTICIPATE | PEASONNEL TO DE | EL TO DE | LSTIMATED COST | to cost | l |
| N N | BE INDICATED WEERE KNOWN. (1) | TYPE (2) | NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) | |
| ₹ 2.44 | Assist districts to activate in-service training components for clinicians for district Master Plan for In-seryice. | Speech | | | | State | Staff time | |
| Αφο | Provide training through award of: 6 federal summer traineeships 6 state summer fellowships | ybeech | | မ မ | | Title VI-D State | \$200 .005,4 | 1 |
| ρA | Participate in manpower plan special project to identify manpower and training needs. | Speech | | • | | Title VI-D Special Proj | * | |
| 龙下南 | Make staff available to provide liaison with university programs, certification section, inservice activities and scholarships. | . upeeds | | | • | Title VI-D ADM | ANLABLE | MAIL ADI E |
| | • | ı | | • | | , | | |

| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR STEPS OR | TEPS OR ACTI | ACTIVITIES FOR FY75 | V75 - BELATED | TED TO OBJECTIVE NO. XI | /E NO. XI |
|--|---------------------------------------|----------------------------|---------------------|-----------------|--------------------------|-----------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL A:COMPLISHMENT OF | CHILDREN TO PARTICIPATE | CHILDREN TO PARTICIPATE | PERSONN | PERSONNEL TO BE | ESTIMAT | ESTIMATED COST |
| THE PRECEDING OBJECTIVESS, SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1) | TYPE (2) | . NUMBE 3 | TRAINED (4) | EMPLOYED (5) | SOURCE <i>(6)</i> | AMOUNT (7) |
| 5. Continue publication of newsletter for sharing program information and therapy techniques among clinicians and university personnel. | Speech | | 800 | | State | 1,000 |
| 6. Expose 10 selected clinicians to outstanding lecturers in the field of communication with the Yearing impaired at A.G. Bell International Conference. | Speech | | | | Title VI-D | 86 LX WANTUB |
| 7. To increase the skills and attitudes of language, speech and hearing clinicians in the practice of prent counseling through special study institutes. | Speech | | . 25 | • | Title VI-D | 2,000 |
| 8. Increase the management and supervisory skills of 25 professional speech, language and hearing personnel through special study institute. | Speech | | . 52 | • | Title VI-D. | 7,500 |
| • | · · · · · · · · · · · · · · · · · · · | , | | • | | |
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| 1. STAT ::: ENT OF PROULEMS AND OBJECTIVES | | | | | | |
|---|--|---|--|---|--|---------------------------------|
| . MAJOR PROBLEM | | 9.4 | OBJECTIVES FO | FOR 1975 - | 3 <u>7</u> 61 | |
| CESCRIBE IN CHILD-CENTERED TERMS A MAJON PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL EE EXPENDED, INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. POSESA NO. XI Speech and Language Impaired | DESCRIBE O PECTED TO VEAR, SPECI BENEFIT AN | NE OR MORE GC ACH:EVED FY THE NUME D THE CHILD | ODJECTIVES R GURING EACH JER, ACCS, AN | ELATED TO TO TO THE YEAR DE TYPE(S) OF CHANGES AN | DESCRIBE ONS OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EX- JECTED TO BE ACHIEVED GURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | HARE EX- DR CACH LDREN TO |
| STATUS B. Based on an indepth survey of public schools, facilities utilized by speech and language clinician in 66% of the schools were inadequate as to sound control, size, appropriate furnishing and clinical observations. Recent on site observations indicate this % has increased to 70% inadequacy. | B. By 197 availal speech | 5-76, ble in patho | the a | above rated school bui | ated facilities wi buildings served | will be d by a |
| | | | | | • | • |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR STEPS | e B | ACTIVITIES FOR P | РУ <u>_75</u> ~ ВЕLATED | TED TO OBJECTIVE | E NO. XI |
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | | CHILDREN TO PARTICIPATE | PERSONNEL TO DE | EL TO BE | ESTIMATED | ED COST |
| THE PRECEDING OBJECTIVE(S), SPECIFIC DAFES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. | 7. | NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| 1. Distribute guidelines for appropriate speech and language facilities. | Speech | | ٠ | | State | 200 |
| 2. Develop a Florida Legislature Bill designed to rearmark monies for EES itinerant programs. | Speech | · | | | State | BEST'(|
| | | | • | | • | COPY AL |
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| | • | . <u>I</u> | | | | | B | EST COPY | AVAILABLI | E |
|---|-----------------|--|---|----------------------------|--|--|---|---|-----------|----------------------|
| | | M WHICH ARE EX- FED CHILDREN TO INSELING by ole to 60% of in therapy. In therapy. Ath and develop- levelopment Students. I speech im- ida Congress iducational revide appro- handicapped | E NO. 2.] | 10 COST | AN:OUNT | 50 | 200 | 100 | | |
| | 19 76 | Fig. 2 da 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 | TED TO OBJECTIVE | ESTIMATED COST | SOURCE (6) | State | Title VI-B ADM | State | • | |
| • | 1975 - | RELATEU TO THE PROBLE H OF THE YEARS INDICAP ND TYPE(S) OF HANDICAP E CHANGES ANTICIPATED Systems, parent co nnel will be availa y students enrolled ling with child gro nation on language. b of all high schoo lage development an lar part of the Flo Associations local Ol districts will for Communicatively ge. | FY <u>75</u> – RELATED | L TO BE | EMPLOYED (5) | | | | | |
| | OBJECTIVES FOR | DAE ODJECTIVES RELATED TO THE PROJECTION OF THE YEARS INDICATION ACCS, AND TYPEIS) OF HANDICAUNDER, ACCS, AND TYPEIS) OF HANDICAUNDER, ACCS, AND TYPEIS) OF HANDICATE INCOME STATE OF HANDICATE INCOME STATE OF HANDICATION OF ELEMENTARY STUDENTS ENFOLING BY SCHOOL OF ALL HIGH SCHOOL OF ALL HIGH SCHOOL OF THE FLIND THE SCHOOL DESTRICTS WILL INSTRUCTION FOR COMMUNICATIVE STATE OF ASSOCIATIONS LOCAL INSTRUCTION FOR COMMUNICATIVE STATE OF ASSOCIATIONS ASSOCIATION | ACTIVITIES FOR FY | PERSONNEL TO BE | TRAINED (4) | · | | • | • . | · |
| | ğ | THE ONE ON MORE ODJECT TO TO EC ACHIEVED DURING, SPECIFY THE NUMBER, ACFIT AND THE ENLYD PEAFOR In the 11 largest schement and hearing pethe parents of element with specific in will be available to Parent workshops on I provement will be a series and Teache programs. By 1976, each of the prist home instruction thildren, 0-5 years of the children, 0-5 years of the children, 0-5 years | OR | CHILDREN TO PARTICIPATE | NUMBER (3) | | | | | |
| | | DESCRIBE ONE OR PECTED TO CE ACHVEAR, SPECIFY THE DENEFIT AND THE 11 Speech and the parent 2. By 1976, i ment with will be availabe availa | c. MAJOR STEPS | | TYPE (2) | Speech | Speech | Speech | • | |
| 1. STAT LITENT OF PADULEMS AND OBJECTIVES | . WAJOR PROBLEM | CESCRIE IN CHILDCENTERED TERNS A MAJOR PROBLEM TOWARD WHICH FEDERAL OA NON-FIDERAL FUNDS WILL EE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPELS) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem No. XI Speech and Language Impaired Students receiving therapy, the achievement of 35% of these students is deterred by a lack of parent information regarding language development before student's entrance to school and lack of parent information and involvement during formal therapy. | 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | IFY THE MAJOR STEPS OR A | THE PRECEDING OBJECTIVE(S), SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. | 1. Collect data on current parent education programs | 2. Assemble and distribute brochures and materials on parent education. | 3. Survey each school district as to direct home assistance being provided 1974-75 to parents of children 0-5 with communicative disorders. | | 0E FOR!:1 9016, 7/73 |

| . MAJOR PROBLEM | | O 3 | OBJECTIVES FOR | - <u>- 27</u> 61 HC | 19 76 | | |
|---|---|--|---|--|--|---------------------------------------|---|
| DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL, OR NON-FEDERAL FUNDS WILL BE EXPENDED, INDICATE THE NUMBER, ACES, AND TYPE(S) OF MANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. PIDEL : XI Speech and Language Impaired | DESCRIBE ON JECTED TO B VEAR, SPECIF BENEFIT AND | C ACHIEVED Y THE NUMB THE CHILD | DOJECTIVES R DURING EACH RER, AGES, AN BERFORMANCI | DESCRIBE ONG OR MORE OBJECTIVES RELATED TO THE PROBLE! JECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICAT VEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANDICAP BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. | ED W | ich are ex- For each Hildren to | |
| STATUS E. In 1971-72, of the estimated 49,037 speech and language impaired students (based on a prevalence of 3.5%) 18% do not have access to a prescribed therapy. As a result as adults they may suffer the consequences of deficient academic, social and vocational skills. The speech and language impaired students in the age range of 13-18 have an even higher percentage of lack of prescribed therapy programs. | 1. By 1979 will he program speech | By 1975-76, 100% o'will have access to program designed the speech to function | 참 당·당 <mark>대</mark> | and la rribed them ctive | language impaired s d speech correction m with adequate ora e adults. | ed students ion oral | |
| | | | | - | | | _ |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR ST | STEPS OR ACTI | ACTIVITIES FOR F | FY.75 - BELATED | TED TO OBJECTIVE | VE NO. XI | ! |
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILOREN TO PARTICIPATE | EN TO | PEASONNEL | EL TO DE | ESTIMAT | ESTIMATED COST | |
| The preceding objective(s), specific dates for activities should be indicated where known. | TVPE | NUMBER (3) | TRAINED | EMPLOYED (5) | SOURCE (6) | AMOUNT | |
| 1. Provide consultant services of 3/4 professional time to local districts. Priority will be placed on (a) developing supervisory personnel and (b) initiating new programs in the 4 districts without clinicians. Other activities will include: a) three State Accreditation visits b) Review of Title VI-B projects and monitcring as assigned c) six exceptional child program visits d) review of Title III projects as assigned e) review of Title III projects as assigned f) review of educational specifications as assigned g) review and make recommendations on 67 District Procedures documents. | Speech | | | 3/4 | State | 20,000 | 2 |

| E NO. XI | ED COST | AMOUNT (7) | | 11,788,420 3,929,473 | 79,967# | BEST COPY AVAILABLE |
|--|--|--|---|--|--|---------------------|
| RELATED TO OBJECTIVE NO. | ESTIMATED COST | SOURCE (6) | | State Local | Title VI-B | |
| i '. | EL TO BE | EMPLOYED (5) | | 111 9 | | |
| VITIES FOR F | PERSONNEL TO BE | TRAINED (4) | • | | | |
| MAJOR STEPS OR ACTIVITIES FOR FY 75 | CHILDREN TO PARTICIPATE | . NUMBER (3) | | 50,111 | | |
| c. MAJORS | CHILD | TYPE (2) | | Speech | Speech | |
| 1. STATEMENT OF PROBLEMS AND OBJECTIVES JOHNSON J. | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. [1] | h) provide DOE liaison to parent, professional and Lay organizations i) provide technical assistance for District comprehensive planning as assigned j.) compile annual report and other program statistics | 2) Continue provision of programs for speech and language impaired in LEA's through Florida Education Finance Program. | 3) Fund project for alternative practices for "Mu.ti County TMR Classroom Communications Program" in Broward County. | |

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COPY AVAILABLE į of the gifted students will be provided an educational AMOUNT DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXJECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, ACCS, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. diagnostic services avail-E 25,000 program of increased depth and breadth in the cognitive and affective domains for the acquisition of knowledge Developed a design for evaluating programs for the ESTIMATED COST - RELATED TO OBJECTIVE NO. SOURCE 3 State 77 et -EMPLOYED PERSONNEL TO DE 3 OBJECTIVES FOR 1975 Review scope and depth of MAJOR STEPS OR AC IVITIES FOR FY 75 able to gifted students. improved understanding. TRAINED E STATES OUNCERS: CONCRESS, NUMBER gifted. 3 CHILOREN TO 82% and Gifted 4 **17PE** 2 ; Provide consultant services of full time professional provided an educational program SPECIFY THE MAJCR STEPS OF ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. Priority will be placed on and breadth of their kncwledge assistance for District compre-CESCRILE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED, INDICATE THE NUMBER, AGES, AND TYPEIS) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. provide DOE liaison to parent, professional and compile annual report and other program statis-Other Other and understanding in both the cognitive and affective review and mak recommendation on 67 District review of Title III projects as assigned review of fitte I projects as assigned assisting districts initiate new programs. six exceptional child program visits STATEMENT OF PROBLEMS AND OBJECTIVES (continued) three state accreditation visits nensive planning as assigned A MAJOR PROBLEM LITENT OF PROBLEMS AND OBJECTIVES ϵ staff to local districts. Procedures documents activities will include: which increases the depth technical 60% of the gifted are not lay organization Gifted provide XII

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| SPE | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE |
|--------------|--|----------|----------------------------|
| 30 | BE INDICATED WHERE KNOWN. (1) | TYPE (2) | . NUMBER (3) |
| 2. | Provide for annual meeting of instructional personnel in gifted education. | Gifted | |
| က် | Continue publication of newsletter for sharing program information and instructional ideas among districts and university personnel. | Gifted | |
| . | Participate in manpower plan special project to identify manpower and training needs. | | |
| Š. | Continue instructional programs for gifted students in LEA's through Florida Education Finance Program. | Gifted | 21,452 |
| 9 | Make staff available to provide liaison with university programs, certification section, inservice activities and scholarships. | Gifted . | |
| 7. | Provide 3 state summer fellowships for training teachers. | Gifted | |
| & | Initiate innovative project for gifted students in Leon County school district. | Gifted | |
| | | | |
| | | | |
| | | - | |
| | | | |
| | • | | |
| | | • | |
| 9 | OE FORM 9016, :/73 | | |
| | "Included under Problem Area XIII". | IIIX , | |

2,250

State

40,276

Title III

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6,536,23a 2,212,678

State Local

389

Special Froj Title VI-D

AMOUNT

SOURCE

EMPLOYED 3

TRAINED 3

PERSONNEL TO BE

9

ESTIMATED COST

- BELATED TO OBJECTIVE NO. XII

MAJOR STEPS OR ACTIVITIES FOR FY74

1. STATEMENT OF PROBLEMS AND OBJECTIVES (committed)

E

1,005

Local

100

100

State

3,206

Title VI-D

COPY AVAILABLE freedom in 10% of the cases identified which will stimulate ይ AKOUNT 1,0004 - RELATED TO OBJECTIVE NO. XII DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH VEAR, SPECIFY THE NUMBER, ACES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. E The creative and culturally different gifted child will ESTIMATED COST of provided an educational program and an environment and allow creativity and productivity to co-exist ٠, SOURCE . State S - 1976 EMPLOYED 3 PERSONNEL TO BE b, OBJECTIVES FOR 1974 MAJOR STEPS OR ACTIVITIES FOR FYZU TRAINED E relative harmony. 2) Contracting Occients: 5, New Basest Activities NUMBER T CHILOREN TO PARTICIPATE Gifted TYPE 2 SPECIFY THE MAJCH STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUXBER. AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. There is no state wide program designed to provide the creative and culturally different gifted child with an and potential and channel it into worthwhile endeavors educational program which will stimulate his thinking Limited DOE Cohsultant services to districts. STATEMENT OF PROBLEMS AND OBJECTIVES frontinued A. MAJOR PROBLEN 3 STATESTOF PROBLEMS AND OBJECTIVES BE INDICATED WHERE KNOWN. Problem No.

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STATUS

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| , | | | | ı | 1 | | 81 | ST COPY | R. AILABLE |
|-----------------|--|--|--|------|--|---|---|---|--|
| | HICH ARE EX- FOR EACH CHILDREN TO | 1 be y and ion | which assures sapproppi- experienced | 1114 | | AROUNT (7) | 12,600. | 3,850 | 00+ |
| 19 76 | OSLEM WOLKED. | . programs will b its efficiently a wise utilization | receives | | ESTIMATED | SOUACE (6) | Title VI-D State | Title VI-D | Title VI-D |
| 1 | CHANGES AN | ational studer assure | sháll have a ld teacher re onnel trained lity. | ř. | it 70 8£ | EMPLOYED (S) | | | • |
| | DUSING BACH BURING BACH BER, ACES, AND BERFORMANCE | priate excepti istered resour | each district shall have exceptional child teacher ision from personnel trains a of exceptionality. | | PERSONNEL TO | TRAINED (4) | | . 04 | |
| i | VE OR MORE OF THE NUMBER OF THE CHILD P | By 1973-74, appropayalable to all effectively adminand allocation of | 974-75 each superv is are | | CHILDREN TO | NUMBER (3) | | | |
| | DESCRIBE ON VECTED TO E | 1. By 19 avail effect and a | 2. By 1974 that earte sugate s | • | CHILD | TVPE (2) | | | • |
| * MAJOR PROBLEM | OBLEM TOWARD WHICH DED. INDICATE THE NUMBER. FFECTED BY THE PROBLEM. | ng 1972-73, Florida serve ents. A major barrier in other 32% of the handican | strators and supervisors to facilitate ton and delivery of services to the studihin large school districts or on a region or sparsely populated areas. | l l | SPECIFY THE MAJCH STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) | THE PRECTOING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1) | Provide training for administrators and supervisors by awarding: Federal Post Master Fellowships State Summer Fellowships | 2. Conduct Special Study Institute in July, 1974, for Administrators and School Principals on "Staffing Procedures for Exceptional Students." | Conduct semi-annual meeting of local administrators and coordinators of exceptional child programs to discuss current issues and program status. |

E. MAJOR STEPS OR ACTIVITIES FOR FYZS. - RELATED TO OBJECTIVE NO. XIII.

| SPE | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILD | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | EL TO BE | ESTIMAT | ESTIMATED COST |
|-------------|--|----------|----------------------------|-----------------|--------------|-----------------|----------------|
| 4HE 9E - | THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD TO BE INDICATED WHERE KNOWN. | TYPE (2) | NUMBER | TRAINED | EMPLOYED (5) | \$009CE /6/ | AMOUNT |
| | | | | | | | |
| . | Provide administrative and supervisory support | | | | 큐 | State | 55,950 |
| | to local districts at the state level through | • | | | | Title I | 5,000 |
| | | | | | | ~ | 9 200 |
| | tions to provide: | | | | | Title VI-B | 41,892 |
| | | | | • | | | |
| | b) approve establishment of multi-district | | | | | | |
| | cooperative programs liaison for State Advisory Committee | | | | | · | |
| | supervise st | | | | | | |
| | maintain information system on | | | | • | | |
| | f) liaison with state legislature and state | | | | | | |
| | | • | | | | • | |
| | h) review and make recommendations on 67 | | | | | | |
| | - | | | | | | |
| | Education for Exceptional Students | | | | | | |
| 'n | Provide professional staff to coordinate and implement establishment of regional diagnostic and resource centers to support the instructional programs for exceptional students. | | | | 8 | State | 70,000 |
| ယ် | Provide 1 professional staff time and other support services to assist local administrators and project personnel in operation of Title VI-B | | | - | r | Title VI ADK | 49,150 |
| | t atite was | | | | | | |
| 7. | Establish 16 regional diagnostic and resource centers. | | | | 178 | State | 3,030,000 |
| | | | | - | | | |
| | | | | | | | |

1. STATEMENT OF PROBLEMS AND OBJECTIVES faminiard)

| 1. STATEMENT OF PROBLENS AND OBJECTIVES (cuitininal) | c. MAJCR S | TEPS OR ACT | MAJOR STEPS OR ACTIVITIES FOR FY 75 | - 1 | BELATED TO GEJECTIVE NO | E NO XIII |
|--|------------|----------------------------|-------------------------------------|-----------------|-------------------------|---------------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARISI INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | | CHILDREN TO PARTICIPATE | PERSONNEL TO BE | EL TO BE | ESTIMATED COST | ED COST |
| The preceding objective(s), specific dates for activities shoul be indicated where known, [1] | ** | · NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AMOUNT (7) |
| 8. Provide professional staff and other support services to administer federal scholarships and training funds. | | | • | н | Title VI-D | 7.0 |
| 9. Continue employment of administrative, supervisory and special services staff in local districts for special education through Florida Education Finance Program. | Y. ALL | , | • | 385 | State | - #c |
| Initiate projects to demonstrate the feasibility of utilizing an educational plan to assure an appropriate education for all exceptional students within school districts. | ALL | | | • | Title VI-B | 250,000 |
| il. Participate in Southeastern Regional Resource Center to provide evaluation and prescriptive programs for handicapped students. | . | 200 | • | N. · | Title VI-C | 25,250 |
| | | | | | · | BEST COPY AVAILABLE |

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CESCRIUC IN CHILO-CENTERED TERMS A MAJOR PHOBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUXBER, AGES, AND TYPEIS) OF MANDICAPPED CHILDREN AFFECTED BY THE PRUJLEM.

e. Kajor Problem

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GTAT THENT OF PROBLEMS AND OBJECTIVES

Handicapped - Overall

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Protiem !le .

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fessional personnel to effectively integrate media in an

relationship of behavioral objectives and the instrucinstructional program through an understanding of the

Due to a lack of awareness and creative use of instructional methods and materials and the inability of prochildren are not exhibiting significant rates of change

in school performance.

tional characteristics of various media, handicapped

3.

1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued)

| 1 | | - | |
|---|--|--|-----|
| | ESTIMATE | TRAINED EMPLOYED SOURCE | (9) |
| | PERSONNEL TO BE | TRAINED EMPLOYED | 52 |
| | PERSONN | TRAINED | 7. |
| | CHILDREN TO PARTICIPATE | NUMBER | (3) |
| | CHILD PARTI | BAAL | 2 |
| | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | THE PRECEDING OBJECTIVEIS), SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. | 8 |
| | SPECIF | OE IND | |

- consultant services of one professional staff and one secretary to implement Florida Learning Resources System activities and to participate in activities as specified below: Provide ij
 - review and monitor EHA Title VI-B projects assigned
- Conduct six district exceptional student program conduct three State Accreditation visits visits $\widehat{\mathbf{v}}$

4

- review Title I and Title III projects as assigned review District Procedures documents 6 Î
 - organizations and university training programs. provide DOE liaison to parents, professional £)
 - provide technical assistance for District Comprehensive planning as assigned

22,772 FLRS ~ Ÿ

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| | | | | | | | | | | BEZI (| JUPY | AVAILA | IBLE | |
|--|--------------------------------|--|---|-------------|----------|---|---------------------------|-----------------------------|--|--|---|---------------|--|--|
| ED COST | AMOUNT (7) | 7,512 | | | 120,000# | B 91,946 | | <u> 120</u> a | 121 | -B 95,000 -B 95,000 -B 75,000 | | I 63,663 | Staff time | |
| ESTIMATED COST | SOURCE (6) | FLRS | | | State | EMA Title VI- | Title | Title VI- | A Titlell | EHA Title VI- EHA Title VI- EHA Title VI- | | SEA Title III | FLRS | |
| EL TO BE | EMPLOYED (5) | | | • | ത | o i | n vo | ho n |) 4 | សស | | | | |
| PERSONNEL TO BE | TRAINED [4] | • | • | | | 340 | 195 | 362 662 | | 223 | | | <u>. </u> | |
| CHILDREN TO PARTICIPATE | . NUMBER (3) | | | | 1,000 | 8,200 | 3,248 | 6,677 | | 8,756 8,596 | | , · | | |
| CHILD | TVPE (2) | | | | AA . | ALL MR/SLD | ALL | ALL ALL | E | ALL ALL ALL ALL | | ALL | | |
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARIS) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | BE INDICATED WHERE KNOWN, (1) | 2. Establish, monitor and coordinate a network of FLRS Associate Centers to provide exceptional student educators throughout the State with direct services related to instructional materials development; media, materials, and educational technology training; and media and materials information and delivery. | 3. Implement Florida Plan for Associate Center Development and Maintenance. | ue e ida | 9 7 | Center FIRS/CENTRAL Associate Center | FIRS/CIC Associate Center | FLRS/SOUTH Associate Center | FLRS/PAEC Associate Center b) Establish four additional FLRS Associate | Centers. • FLRS/CROWN Associate Center FLRS/MEDIA Associate Center TBA TBA | Continue cooperation with related projects: | | b) Cooperate with the Florida Project Head~ start Media Resource Center on Handicapping Conditions | |

OE FORM 9016, 7/73

*Included previously under Problem Area II

1. STATEMENT OF PROBLEMS AND OBJECTIVES fourtimed)

E. MAJCH STEPS ON ACTIVITIES FOR PY75 - RELATED TO OBJECTIVE NO ZILL

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| OR STEPS OR ACTIVITI |
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| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | c. MAJOR | STEPS OR ACT | VITIES FOR F | v <u>75</u> - Rela | MAJOR STEPS OR ACTIVITIES FOR FY $\overline{15}$ RELATED TO OBJECTIVE NO. XIII | E NO. XIII |
|--|----------|----------------------------|--------------|--------------------|--|------------------|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CHILL | CHILDREN TO PARTICIPATE | PERSONN | PERSONNEL TO BE | ESTIMAT | ESTIMATED COST |
| THE PRECEDING OBJECTIVE(S). BPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1) | TVPE (2) | . NUMBER (3) | TRAINED (4) | EMPLOYED (5) | SOURCE (6) | AVOUNT (7) |
| Continue BEES Clearinghouse/Information Center in accordance with designated work scope functions as specified below: a) Implement statewide system for the inventory, analysis, retrieval and evaluation of instruc- | · | • | • | | FLRS | BEST COPY |
| program level. b) Develop and implement recommendations for basic holdings specific to designated areas of exceptionality and program content areas. | | | | | . RRC Voc. Ed. | 2,000 (5,000) |

- search and related informational materials. 6
- Maintain in cooperation with FERIC an interactive system to sture, retrieve and disseminate reeducation program materials.

seminate Florida-developed exceptional student

Develop, collect, catalog, reproduce and dis-

d

state and pational dissemination systems.

Coordinate associate center/district program information services compatible with existing

ં

10,000

(in-kind)

FERIC

6,661

FLRS

- Provide media, materials, and educational technology training for exceptional student teachers. **.**
- Sponsor Special Study Institute on "Examination, Evaluation, and Use of Instructional Materials."
- materials utilization in designated areas excep-Sponsor inservice training related to media and tionality. **.**

2,000

Voc. Ed.

RRC

EHA Title VI \$ 4,425

ERIC

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a job placement before leaving the school situation. ciplines (Vocational Education, Vocational Rehabilitation, and Exceptional Child Education) so that no handicapped student is AMOUNT ϵ . Major steps or activities for FY $\overline{25}$ — related to objective no. XIII. Placement of handicapped students into appropriate vocational To make available the resources of the three cooperating dis-DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXJECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED. programs which meet their interests, needs and capabilities. E Develop a system for the development of specific curriculum materials for handicapped students as well as the need for ESTIMATED COST compilation, evaluation, and dissemination of existing SOUACE 3 - 19 76 EMPLOYED PEASONNEL TO BE OBJECTIVES FOR 19 74 TRAINED E aberer et es, bestelle s, with Britis attended ... NUMBER 3 CHILDREN TO PARTICIPATE deprived of materials. TYPE Ũ Agreement concerned with the planning council for vocationa SPECIFY THE MAJCR STEPS ON ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. service training for vocational and exceptional child edu-However, we do know that there was a sizeable polate exactly the number of Full Time Teacher Units Ø Participation of the small rural districts in Cooperative DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. directly with handicapped students to approximately E.T.E. Funding and the reporting system now used by teachers in the State of Florida worked with.handi-This. Will be further encouraged in the 74-75 school caters to help them in understanding each others' discieffective comprehensive educational plan for each handi-Clear attention has not been paid to the development of Career Education model for all handicapped youth in the There is a definite need for ongoing preservice and invocational education, it was impossible to extraworking with the handicapped for the 73-74 school This hopefully will help to bring about a more Because of the change to The projection for the 73-74 school year of an growth and that approximately 1,229 vocational increase of from 150 vocational units working capped youth and adults in Florida in $73-7\mu$. education of the handicapped has not been 1009 Handicapped - Overall e. Kajor Problem ::: ENT OF PROBLEMS AND OBJECTIVES year with 2,307 teachers. 175 was accomplished. capped studen: XIII year. pline. Prot S.A.

-110-

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- RELATED TO OBJECTIVE NO. XLLL MAJCH STEPS OR ACTIVITIES FOR FY 75

BEST COPY AVAILABLE AMOUNT 8,890 26,397 22,100 ESTIMATED COST SOURCE Voc. Ed. 3 EMPLOYED PERSONNEL TO BE 3 TRAINED T NUMBER Ì CHILDREN TO PARTICIPATE TYPE 3 tion; b) write individualized competency nical subjects; c) explain the purposes skill to these handicapped: 1) hearing of and functions of learning guides and SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. dividualized competency-based instrucby two divisions in preparing teachers Participants will be able to: a) diflearning packages; d) evaluate indivifor working with handicapped students. revise the materials listed under (a). To continue long-range program to profuses the development of competencies based objectives for vocational-techdualized competency-based instruction mote unification of special education To develop and test audio-flash cards in references to specific objectives. ferentiate alternative models of in-2) sight; 3) EMR; 4) arm or hand; to for teaching at least one homemaking To plan and implement a systematic teacher education curriculum which STATEMENT OF PROBLEMS AND OBJECTIVES frontinued 3 Irternational International University University University Technology Florida Florida Florida Florida State

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19,350

and programs; prepare workshop materials

chowledge base started in 1974-75 work-

and vocational education in school.

University

curriculum for handicapped.

shop; identify successful procedures

To extend

| SPECIFY THE MAJI | SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | CH.LD PARTI | CH.LDREN TO PARTICIPATE | PERSONI.EL | EL TO BE | ESTIMATED | ED COST |
|--|---|----------------|--|-------------|--------------|--------------------------|--------------------|
| THE PRECEDING BE INDICATED WH | OBJECTIVE(S). SPECIFIC DATES FCR ACTIVITIES SHOULD FIRE KNOWN. | TYPE (2) | ************************************** | TRAINED (4) | EMPLOYED (5) | SOURCE <i>(6)</i> | AMOUNT (7) |
| University of Florida . | To provide a workshop for vocational and technical teachers which will prepare them to work with handicapped children. The workshop would be developed along lines similar to the 1973 workshop remain and can be utilized in preparing for the 1574 program. | | | | | • | 17,400 |
| University of South Florida | Work evaluation program | | | | | • | 23,000 |
| Florida State University | To demonstrate induscrial arts content and methodology that can be used in teaching handicapped children and youth. To refine and further develop the "Guide for Teaching Industrial Arts to Exceptional Children and Youth" which was produced as a first attempt during the summer, 1973, workshop on "Industrial Arts of Exceptional Youth" at Florida State University. | • | | • | • | • | BE3,425 |
| 2. A project went of a C in 74-75 so | A project will be funded to provide for the development of a Career Education model for the handicapped in 74-75 school year (Sarasota County). | | | • | | | T COPY |
| 3. State level research, in programs for a) visibil b) consul c) encour d) encour in mee could goals | State level support (administration, supervision, research, information dissemination) of vocational programs for the handicapped including: a) visibility conference for small counties b) consultation from State. c) encourage individual projects from districts d) encourage a statewide project that would help in meeting the above stated problem. This could possivay be in conjunction with the state goals and objectives of the existing the conjunction with the state | ALL | | | 8 | Voc. Ed. | AVAILABLE 203,517 |

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| 1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued) | C. MAJOR S | TEPS ON ACT | VITIES FOR F | v. 25. – веса | c. MAJOR STEPS ON ACTIVITIES FOR FY 25 RELATED TO OBJECTIVE NO. XIII | E. MAJOR STEPS OF ACTIVITIES FOR FY 25 BELATED TO OBJECTIVE NO. XIII |
|--|------------|----------------------------|--------------|----------------------|--|--|
| SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEARICS INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | | CHILDREN TO PARTICIPATE | PERSONN | PERSONNEL TO BE | ESTIMAT | ESTIMATED COST |
| THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. | TYPE | . NUMBER | TRAINED | EMPLOYED | TRAINED EMPLOYED SOURCE AMOUNT | AMOUNT |
| | | 73. | (5/ | 3/ | (9) | 727 |

| - 12 - 13 - 13 | THE PRESENTE OBJECTIVES. SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. | - | |
|----------------------|---|-----|-----|
| | (1) | (2) | |
| • | | | |
| ÷ | +. Iraining activities: | | |
| | a) Fund the position of an associate professor of | | . — |
| | education at FiU to develop a course of study | | |
| | which will integrate vocational and special | _ | |
| | education curriculum for use in preservice and | | |
| | inservice education | | |

the State to provide for their vocational education students to take a survey course in E.C.E. Encourage all teachers training institutes in q

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Continuation of University workshops and conferences. T

Expansion of ongoing work evaluation efforts in Sarasota, Pinellas, Hillsborough, and Duval counties Additional work evaluation units in Columbia, Dade and Santa Fe Community Colleges. 5.

Division of Vocational Rehabilitation and twenty-Continuation of cooperative agreements between seven school systems. <u>.</u>

4,838,586 #

State

131

*Not included in totals on worksheet

| CRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROSLEY WHICH ARE EX- TO TO ES ACHIEVED DURING EACH OF THE YEARS NOUGATED. FOR EACH NAL SPECIFY THE NUMBER, ACES, AND YPERS) OF HANDICAPPED CHILDREN TO BY 1975-76, 35% of the 18,000 estimated exceptional Children, ages 0-5, will participate in an appropriate home instruction program, nursery school program, Headstart or other community programs. | DREN TO PERSONNEL TO BE ESTIMATED CO | NUMBER TRAINED EMPLOYED SOURCE AMOUNT (3) (4) (5) (6) (7) | 1 Univ. of GA 10,000 Univ. So. FL 14,000 | #0 Title VI-B 28,476 LOS 128,476 LOS 128,4 |
|---|--------------------------------------|---|---|--|
| Problem 10. Exceptional children, ages 0-5, who do not receive positive and appropriate training from either parents, educational home ins following negative characteristics: inappropriate or leadstar lack of learning resulting in negative social, emotional and intellectual behavior and heightened anxieties resulting from their own frustrations and areflection of parent frustrations. It is estimated that of the 17,992 exceptional children, ages 0 to 5, and 414 are receiving instruction in.public school programs and approximately 2,000 in community or other state agency programs. | N THE YEARIS) CHILDREN . | TVPE (2) | Provide consultant services of one professional staff to assist districts initiate programs and provide liaison with Headstart and other community early education program. | iate early childhood projects for low prevalence s in two districts: Infant Child Psycho-Educational Project - Taylor County Multi-County instructional counseling program for hearing impaired children 0-5, Orange County |

D. Liverentes, Concerts, J. Site Britist Activities

SET THENT OF PROBLEMS AND OBJECTIVES

THE STREET OF THE PROPERTY OF THE STREET, ST.

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• t

A. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED, INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

training activities needed to provide adequate education Problem !!o Alli Hangicapped - Overall E. There are no systematic procedures within the State of Florida for determining the total manpower needs and Handicapped - Overall programs for exceptional students.

-;

sharing Florida's training resources to meet the manpower There are no coordinated procedures for planning and needs for exceptional student education.

- 19 76 b. OBJECTIVES FOR 19 75

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DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EX-JECTED TO SE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, ACES, AND TYPEIS) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

- By 1976, a manageable system of supplying program managers with manpower data for decision making will be designed.
- sharing the resources throughout the State to increase the effectiveness and efficiency of manpower programs By 1976, a plan will be designed and implemented for for exceptional student education; ?

1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued)

- BELATED TO OBJECTIVE NO. XIII C. MAJOR STEPS OR ACTIVITIES FOR FY 75

| SPECIFY THE MAJOR STOPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF | | CHILDREN TO PARTICIPATE | PEASOMNEL TO BE | el TO 8E | ESTIMATED CO | ED CO |
|--|---------------------|----------------------------|-----------------|------------------|---------------|-------|
| THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1) | TVPE (2) | NUMBER (3) | TRAINED [4] | TRAINED EMPLOYED | SOURCE (6) | ₹ |
| 1. Establish an Advisory Board to give direction to activities to be carried out in the development of | Florida's Excep- | | • | 2 | Title VI-D | 6 |

AMOUNT

750

0,000

- be carried out in the development of the system. activities
 - Board Select a steering committee from the Advisory to provide aid in carrying out activities and evaluation of same.

Program Student tional

- Available data will be organized and additional data collected in order to implement system.
 - On-site visits to training programs will be made assist in collection of data.

- Develop an 'information' 'ile of programs within the
 - Develop a registry of university personnel. ė
- and inter-agency cooperation and sharing of resources Develop procedures for implementing inter-university 8
- OE FOR. 9016, 7/73 Program or making major changes in training programs. Establish guidelines for decision making in regards to establishing new training programs, closing a training

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| | | | | | 11.0.2 % | OFXSHEET . P | II.D.2 WOFKSHEET - PROGRAM PLANS | 8 | | | | FOR FY 7.5 | STATE Florida | 8 |
|-------------|----------------|---|--------------|----------|--|---|----------------------------------|-----------|---------------|---|------------|-------------------------|---|-----------------------|
| SUMMARY | T OF FUNDS | SUMMARY OF FUNDS BY PROBLEM AND SOURCE OF FUNDS | EN AND SO | URCE OF | FUNDS | | | | | | • | | | |
| PROB. | CHILD | CHILDREN TO PARTICIPATE | STAFF | TO 9E | The second secon | | | ESTINA | TED EXPENDITU | ESTIBATED EXPENDITURES BY SOURCE OF FUNDS | OF FUNDS | | maketan d door outstagerings on . do year modifie | |
| N C MO N | Type | ROMER | TRAINED | CHPLOVED | PART G. ENA | P.L. 89-313 | PART D. EMA | ESEA ! | gye A === | VOC. ED. | OTHER FED. | STATE | LOCAL | TOTAL |
| - | Profour TMR | P | (216) 107 | (105) | 100,000 | (934,716) | 13,506 | 62,666 | 82,429 | 115,70 | (92, 304) | (566,455) 9,247,932 | 3,082,644 | 14, 310, 524 |
| 2 | EW | (6,272) 28,099 | 334 | 2,034 | i | (927, 582) | 29,521 | 162,913 | 373,752 | 272,890 | | '445,665) 35,567,478 | 11,855,826 | 49,677,774 |
| ٠ | SLD | 20,024 | 568 | 986 | | | 15,206 | · | | 10,000 | 60,000 | 19,173,450 | 6,365,698 | 25,661,606 |
| 4 | 60 | 8,834 | 282 | 612 | 184,144 | 100,954 | 20,409 | | 120,406 | 000, 77 | 25,000 | 7,924,889 | 2,631,029 | 11,083,831 |
| 2 | <i>₹</i> | 9,633 | 218 | 472 | 12,000 | | 3,210 | 1,029,000 | • | 40,000 | 40,000 | 4,618,303 | 965,171 | 6,707,684 |
| • | PH-OHI | 5,780 | 15 | 473 | 25,000 | | 4,106 | | 33,580 | 7,600 | | 6,871,655 | 2,222,218 | 9,164,159 |
| 7 | X | 1,311 | 99 | 173 | 32,171 | 100,000 | 011.91 | | | 58,000 | 53,845 | 2,222,506 | 318,178 | 2,803,810 |
| 35 . | B/0 | 92 | 106 | 24 | | | 3,000 | | | | 118,244 | 223,066 | | 421 ,n30 |
| 6 | Dea£ | 2,1 | 1,708 | 379 | 85,155 | 277,881 | 23,010 | | | 10,500 | | 9,715,619 | 1,111,737 | 11,223,898 |
| 92 | Hard o | 1,728 | | 59 | | | 3,986 | | | | | 1,079,995 | 359,999 | 1,443,979 |
| = | Speech | 50,111 | 72 | 644 | 81,967 | | 22,856 | | | | | 11,808,420 | 5,929,473 | 15,842,716 |
| 12 | Gifted | 21,452 | 103 | 389 | | | 3.206 | | 40,276 | | | 6,661,23 | 2,212,078 | 8,516,794 |
| (1) | Overal | • | 148 | 627 | 1.029,185 | | 21,874 | | 63,663 | 765,079 | 195,500 | 4,060,450 | | 6,135,751 |
| 2 | | | | | | | | : | | | | | | |
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| 2 | | | | | production and designation of the state of t | · acquired factors were to believe to activity as | | | | | | | | |
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| 82 | | 166,646 | 4,096 | 1,721 | 1.588.894**2,341,133 | 2,341,133 | 183,000 | 1,254,579 | 714,106 | 1,356,839 | 584,893 | ELL,061,021 | L. | 35,130,770163,393,556 |
| | | | ŧ | | | | | | | | | | l | |

6'A DC 74.1814

() Addendum - Division of : Betardation
*From 15% set aside for disadvantage
**Includes carry over from FY 74 of \$308,831
***Funds for Division of Youth Services from 750

| E. COWI ACTIVIT SUPPORT | E. CONTINUING PROJECTS WHICH IT IS ANTICIPATED WILL BE SUFFORTED WIT. 19 ACTIVITIES CONDUCTED DURING THE CURRENT AWARD YEAR UNDER PUBLIC L'IN SUPPORTED DURING THE COMING YEAR THROUGH STATE OR LOCAL RESOURCES | FON-FEDERAL FUNDS. PLEASE LIST WAJOR WW 89-313 DR. PART B. EHA, WHICH WILL BE S. (Use septrate expice of this page for Public | | 25.35 05.35 | AL FUNDING STUTUE | |
|-------------------------------|---|---|--|-----------------------|--|--|
| TON. 9X | is ara ran B, EllA.) | | 2. 28 | PART 3 E | E14A | |
| 780 7080 | DESCRIPTIVE TITLE OF PROJECT | APPLICANT AGENCY (name and city) | HAND'CAPPE CHILDPEN | APPED PEN | FELIFFY JADS. | |
| . S | (2) | (3) | TYPE (4) | NO. | 6.0 | |
| 74616 | Accountability Study for Trainable Mentally Retarded Children and Youth | Duval County | Ter. | 8 | \$ 80,094.00 | |
| 74629 | Development of Performance Based Objectives for Educable Mentally Handicapped Children | Hillsborough County | EACH. | 5000 | BEST 80.054,05 \$ | |
| 14942 | Work-Study Program for Educable Mental Retardates | Monroe County | E | 8 | COPY A | |
| 74647 | Meaningful Curriculum Improvement for EMR Children | Okeechobee County | 8 | 312 | VAIL ABI 8. 20, 212, 02 \$ | |
| 74650 | Parent Education and Guidance for Hearing/ Visually Impaired Children 0-5 Years | Palm Beach County | VH, D-3, | | # 40,725.00 | |
| 74663 | Curriculum Development, Project for the EMR ' | Union County | 100 | 84 | \$ 26;843.00 | |
| 699 η ∠ | Curriculum Development for the Educable Mentally Retarded | Duval County | EAR | 82 | \$ 30,628.00 | |
| | | | | | | |
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| OE FOR | 0E FORM 9616, 7/73 | ş. <u> </u> | | | | |

PART III - PROJECT ADMINISTI ATION

A. ADMINISTRATIVE FUNCTIONS. PLEASE DESCRIBE THE SPECIFIC PROCEDURES USED BY YOUR STATE IN THE FOLLOWING FUNCTIONS OF PROJECT ADMINISTRATION. (Use additional pages for descriptions if necessary.)

FEDERAL PROGRAM (check each that applies)

- 1. KIR PUBLIC LAW 89-313
- 2. PART B, EHA

1. PROJECT DEVELOPMENT. PROCEDURES TAKEN TO STIMULATE AND ASSIST IN THE DESIGN OF PROJECTS.

- 1. Meeting of agencies participating in PL 89-313 to execute transfer of responsibility from the Compensatory Education Section (CES) to the Bureau of Education for Exceptional Students (BEES) and to plan for FY 1975.
- 2. Each agency will provide technical assistance to its subagencies in relating the use of PL 89-313 monies to its overall educational program.
- 3. SEA PL 89-313 Consultant, appropriate exceptional student staff, and agency representatives will meet to plan projected activities document.
- 4. SEA will review each agency's plan for use of PL 89-313 monies as it relates to the intent of the legislation.
- 5. SEA will give technical assistance to agencies in their educational planning and project application development, as requested.

2. PROJECT REVIEW. PROCEDURES FOR CONSIDERING PROJECT APPLICATIONS FOR POSSIBLE FUNDING.

Agencies will establish procedures for internal review of project applications. Procedures will be approved by SEA. SEA review of project applications, as follows:

- Review of project application by SEA PL 89-313 Consultant, appropriate SEA exceptional student staff, and SEA Comptroller's Office.
- 2. Review of project application by PL 89-313 ad hoc committee of State Exceptional Child Advisory Committee.
- 3. Report of PL 89-313 Consultant and ad hoc committee to State Exceptional Child Advisory Committee.
- 4. Recommendations by State Exceptional Child Advisory Committee to Commissioner of Education.
- 5. Notification of project approval to agencies by Commissioner of Education.
- 6. Notification of project selection to BEH.

3. PROJECT MONITORING. FOLLOW-UP ACTIVITIES TO ASSESS PROGRESS OF PROJECTS AND THEIR ADHERENCE TO REQUIREMENTS.

- 1. Management monitoring provided by SEA PL 89-313 Consultant.
- 2. Fiscal monitoring provided by Title I accountant, SEA Comptroller's Office, to include at least one on-site visit and a written report.
- 3. Each agency will develop a plan for internal monitoring. Plans will be approved by SEA.
- 4. Program monitoring procedures, the responsibility of SEA, will be established with participating agencies and may include on-site reviews by other persons selected by SEA.



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- 4. PROJECT EVALUATION. PROCEDURES FOR ASSESSING EXTENT AND IMPACT OF PROJECT ACCOMPLISHMENTS.
- 1. Agencies will determine the need for providing technical assistance to sub-agency program developers in evaluation techniques.
- 2. Identified technical assistance will be provided by the agency in coordination with SEA.
- 3. Evaluation of appropriate use of PL 89-313 funds and their impact on educational programs within agencies will be assessed by PL 89-313 consultant, assisted by other appropriate persons.
- 4. Reports of the assessment will be made to the agency directors; State Exceptional Child Advisory Committee; and BEH, on request.

5. PROJECT REPORTING. PROCEDURES FOR COMPLETION AND SUBMISSION OF END-OF-PROJECT REPORTS.

Information on program accomplishments will be reported in the annual report through narrative description and data related to project objectives. Agency reports and summary of all PL 89-313 activities will be forwarded to BEH.

6. PROJECT DISSEMINATION. COMMUNICATION ABOUT THE OPERATIONS AND OUTCOMES OF PROJECTS.

Project applicants are requested to submit a description of their dissemination plan. A mechanism will be established for the sharing of innovative practices and procedures within agencies and with the State Exceptional Child Advisory Committee. In the event that project activities result in a product, agencies will be encouraged to develop it for appropriate distribution.

B. ADMINISTRATIVE FORMS AND OTHER SUPPLEMENTARY INFORMATION. ATTACH COPIES OF THE APPLICATION FORMS, IN-STRUCTIONS, AND OTHER PERTINENT MATERIALS (other than such forms or materials supplied by USOE) WHICH ARE USED BY YOUR STATE EDUCATION AGENCY IN THE ADMINISTRATION OF PUBLIC LAW 89-313; AND PART B, EHA.



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|------|------|------|------|---|

A. ADMINISTRATIVE PUNCTIONS. PLEASE DESCRIBE THE SPECIFIC PROCEDURES USED BY YOUR STATE IN THE FOLLOWING PUNCTIONS OF PROJECT ADMINISTRATION. (Use additional pages for descriptions if necessary.)

FEDERAL PROGRAM (check each that applies)

- 1. D PUBLIC LAW 89-313
- 2. A PART B. EHA
- 1. PROJECT DEVELOPMENT PROCEDURES TAKEN TO STIMULATE AND ASSIST IN THE DESIGN OF PROJECTS.

Steps used in project development are as follows:

- 1) Guidelines, funding areas, criteria, and letter of intent application form sent to LEA's.
- 2) After letter of intent review, IEA's notified to submit project application.
- 3) Technical assistance provided IEA's in project application development by SEA exceptional student staff.

2. PROJECT REVIEW. PROCEDURES FOR CONSIDERING PROJECT APPLICATIONS FOR POSSIBLE FUNDING.

Steps used in project review are as follows:

- 1) Review of project letter of intent by ad hoc committee of State Exceptional Child Advisory Committee.
- '2) Review of project applications by SEA exceptional student staff and SEA Comptroller's Office.
- 3) Review of project application by State Exceptional Child Advisory Committee.
- 4) Recommendations by SEA exceptional student staff to State Exceptional Child Advisory Committee.
- 5) Recommendations by State Exceptional Child Advisory Committee to Commissioner of Education.
- 6) Notification of project approval to LEA's by Commissioner of Education.
- 7) Notification of project selection to REH.
- 3. PROJECT MONITORING. FOLLOW-UP ACTIVITIES TO ASSESS PROGRESS OF PROJECTS AND THEIR ADHERENCE TO REQUIREMENTS.

Four types of project monitoring are provided:

Management monitoring provided by the Title VI-B consultant.

Fiscal monitoring provided by the Title VI-B accountant, SEA Comptroller's Office, to include at least one on-site visit and a written report of visit.

Program monitoring provided by SEA exceptional student consultant selected for the area of project emphasis to include two on-site visits and written reports of the visits.

Evaluation monitoring provided by a person selected by the Bureau for Exceptional Students to include one on-site visit and a written report of the visit.



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- A. ADMINISTRATIVE FUNCTIONS (continued)
 - PROJECT EVALUATION. PROCEDURES FOR ASSESSING EXTENT AND IMPACT OF PROJECT ACCOMPLISHMENTS. Project applicants are required to include an evaluation component in the proposal and are encouraged to purchase consultant services in both program area and evaluation design. Wherever possible applicants are encourage to obtain a letter of agreement or contract from the consultants outlining the role and responsibility of the consultant.

Evaluation monitoring, although not construed as educational auditing, provides a check on the evaluation procedures used.

Assessment of project activity determines impact on problem areas and the need to continue or establish new problem areas.

5. PROJECT REPORTING. PROCEDURES FOR COMPLETION AND SUBMISSION OF END-OF-PROJECT REPORTS.

Information on program accomplishments is reported in the annual report through narrative description and data related to project objectives. Products for state wide dissemination, such as reports, slides and films, must be provided by each grantee.

6. PROJECT DISSENTINATION. COMMUNICATION ABOUT THE OPERATIONS AND OUTCOMES OF PROJECTS.

Project applicants are requested to submit a description of their dissimination plan, including products to be developed.

Products produced under Title VI-B grants included in abstract form in the publication, Florida Developed Products Listing. Individual requests for copies of products may be obtained from the IEA.

Copies provided to the SEA are entered into a clearing house collection and made available on loan.

B. ADMINISTRATIVE FORMS AND OTHER SUPPLEMENTARY INFORMATION. ATTACH COPIES OF THE APPLICATION FORMS, IN-STRUCTIONS, AND OTHER PERTINENT MATERIALS fother than such forms or materials supplied by USOL WHICH ARE USED BY YOUR STATE FOUCATION AGENCY IN THE ACMINISTRATION OF PUBLIC LAW 89-313; AND PART B, EHA.



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